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Abstract

The report is an evaluation of those compensatory education programs established in Hartford by the State Act for Disadvantaged Children (SADC). The measured effects of compensatory education in Hartford and the extension of a modified Higher Horizons program to all poverty area schools are the topics of two introductory essays. The Hartford program has five interrelated segments, including guidance, school social work, psychological testing, speech and hearing, and health services. Each is reported in detail. The Higher Horizons 100 program, the Expanded Reading program, business services, a project to teach English as a second language, and the services of coordinators of instructional improvement are all associated projects reported in detail. Statistical data are given for Project Concern, a busing program, and Project Read in the appendix. [Not available in hard copy due to marginal legibility of original document.] (EM)

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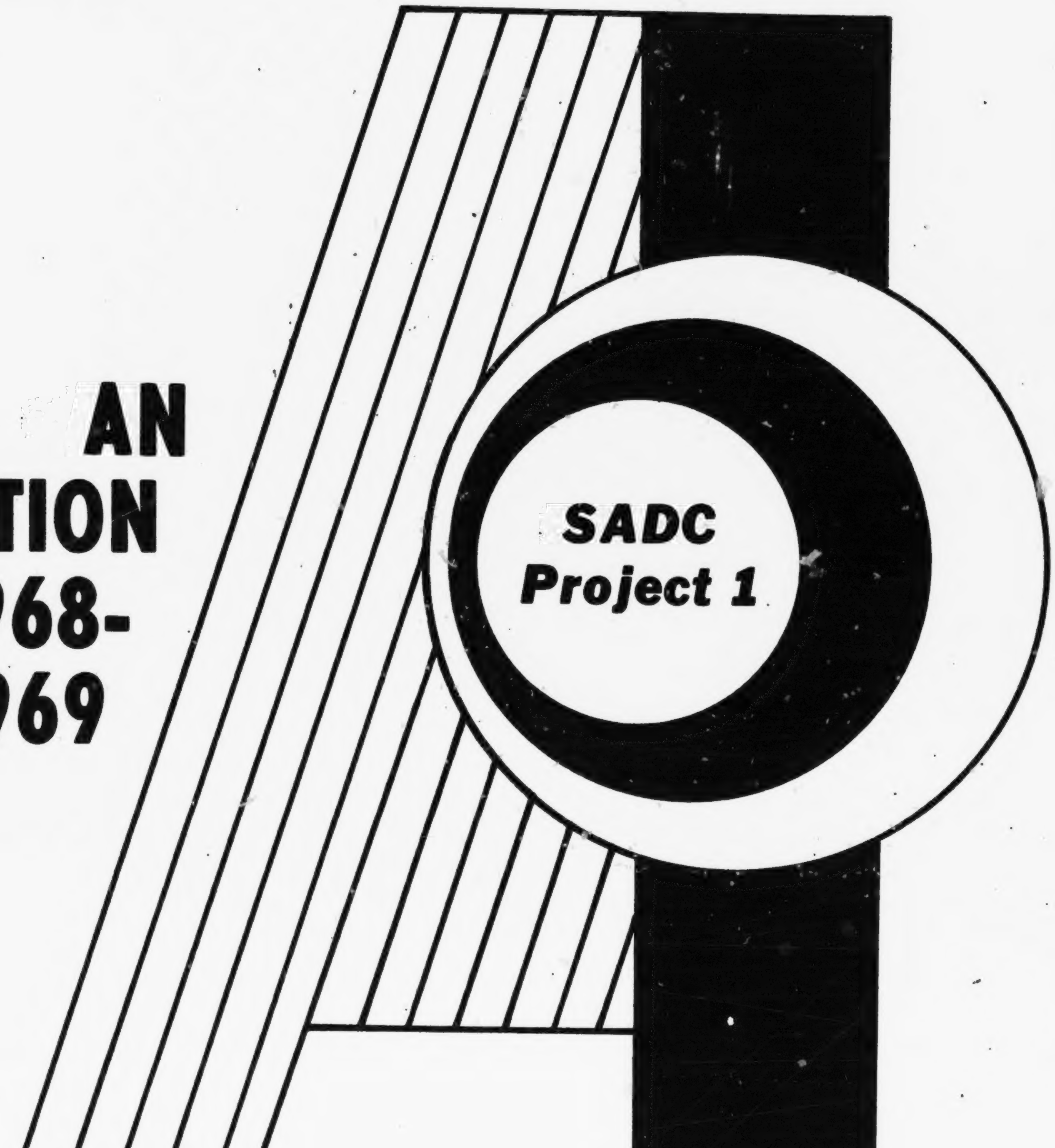
AN EVALUATION 1968-1969



SADC Project 1

UD 009 231

RESEARCH EVALUATION, HARTFORD BOARD OF EDUCATION, 1969

ED033997

HARTFORD BOARD OF EDUCATION ■ 203-527-4191
Medill Bair
Superintendent of Schools

PREFACE

For the fourth consecutive year, and as only one component part of Hartford's many efforts to improve the quality of education in our city, it is once again my pleasure to report that the emerging patterns for compensatory education continue, in the main, to be favorable. Not only can we substantiate specific evidences of pupil growth but we can, at the same time, point with no little pride to several important areas where problems were corrected and programs improved.

In reviewing this document it is important to remember that in Hartford, progress is a never-ending proposition. While our reports are often issued in response to statutory reporting requirements, our quests for program improvement are, in themselves, on-going. Rather than ending with the close of each school year, our evaluative efforts continue, and in so doing, provide us with an important source of information by which compensatory and other programs can be modified, improved, and possibly redesigned to help us focus our actions toward the development of a fuller and more productive education to help our Hartford youngsters.

Medill Bair

Medill Bair
Superintendent of Schools

August 1969

ED 225 ADMINISTRATIVE OFFICES 249 HIGH STREET HARTFORD, CONNECTICUT 06103

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FURTHER INQUIRIES INTO THE MEASURED EFFECTS OF COMPENSATORY EDUCATION IN HARTFORD [1]

Material presented in this report is an attempt to supplement and up-date the inquiries which were made into the measured effects of compensatory education in Hartford, and reported in the 1967-68 evaluations of the several ESEA and SADC funded programs. [2] As was true in the previous study, the limitations inherent in the nature of group test results themselves, and in the variations in the groups of children tested,continued to place severe restraints on the numbers of conclusions which could logically be drawn from the data. In consequence of these limitations, the emphasis again was placed on the identification of the changing trends in achievement patterns which seemed to be evolving; these were considered for the city as a whole, for the validated and non-validated schools, and for schools by a poverty stratification.

Tables I and II show the extension of the longitudinal approach which was utilized previously for studying pupils who had completed their eighth grade in 1969. For these students, verbal and non-verbal IQ averages and average achievement test ratings (Word Knowledge, Reading Comprehension, Arithmetic Computation, and Arithmetic Problems) were recorded by school, and for grades 4, 6, and 8. These averages were further categorized; for the validated and non-validated schools, and for the total city. For the indicated achievement areas, variances from grade level expectancy (i.e. the difference between the grade norm and the actual level of achievement) were presented in order to determine to what degree and consistancy academic lag was evident.

TABLE I
AN ANALYSIS OF GROUP TEST SCORES AND VARIANCES FROM GRADE LEVEL EXPECTANCY.
VALIDATED SCHOOLS 1964-65 TO 1968-69

	I. Q. Verbal			I. Q. Non-Verbal			Word Knowledge			Reading Comp.			Arith. Comp.			Arith. Prob.		
GRADE	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8
NORM	100	100	100	100	100	100	4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2
Arsenal	87	82	-	92	88	-	2.9	4.5	-	3.0	4.4	-	3.6	5.3	-	3.1	4.6	-
Var.							-1.3	-2.1		-1.2	-2.2		-.6	-1.3		-1.1	-2.0	
Barbour	95	92	89	94	95	95	3.7	5.6	6.4	3.5	5.6	6.1	3.9	6.1	6.9	3.7	5.4	6.5
Var.							-.5	-1.0	-1.8	-.7	-1.0	-2.1	-.3	-.5	-1.3	-.5	-1.2	-1.7
Barnard-Brown	86	83	78	93	90	87	3.0	4.7	5.2	3.0	4.6	4.8	3.9	5.5	5.8	3.5	4.8	5.4
Var.							-1.2	-1.9	-3.0	-1.2	-2.0	-3.4	-.3	-1.1	-2.4	-.7	-1.8	-2.8
Brackett	88	87	83	91	92	90	3.1	5.0	5.6	3.0	4.8	5.4	3.9	5.7	6.0	3.4	5.1	5.8
Var.							-1.1	-1.6	-2.6	-1.2	-1.8	-2.8	-.3	-.9	-2.2	-.8	-1.5	-2.4
Burns	97	93	93	100	95	101	3.6	6.0	7.5	3.5	5.7	7.5	4.3	6.7	8.0	3.9	6.3	7.9
Var.							-.6	-.6	-.7	-.7	-.9	-.7	+.1	+.1	-.2	-.3	-.3	-.3
Clark	87	85	-	95	92	-	3.2	5.1	-	3.2	4.7	-	3.6	5.1	-	3.2	4.8	-
Var.							-1.0	-1.5		-1.0	-1.9		-.6	-1.5		-1.0	-1.8	
Fox	102	95	93	102	103	101	4.1	6.3	7.2	4.0	6.1	7.3	4.3	6.6	7.1	4.1	6.0	7.5
Var.							-.1	-.3	-1.0	-.2	-.5	-.9	+.1	0	-1.1	-.1	-.6	-.7
Hooker	88	86	-	92	93	-	2.9	4.9	-	2.9	4.5	-	3.7	5.8	-	3.2	5.2	-
Var.							-1.3	-1.7		-1.3	-2.1		-.5	-.8		-1.0	-1.4	
Kinsella	94	87	83	98	93	91	3.6	5.2	5.8	3.5	5.1	5.7	4.2	5.9	6.4	4.0	5.5	6.3
Var.							-.6	-1.4	-2.4	-.7	-1.5	-2.5	0	-.7	-1.8	-.2	-1.1	-1.9
New Park	99	97	89	104	101	97	3.9	6.1	6.7	3.9	5.8	6.4	4.2	6.6	6.4	4.1	6.5	6.6
Var.							-.3	-.5	-1.5	-.3	-.8	-1.8	0	0	-1.8	-.1	-.1	-1.6
Northwest	98	89	86	98	94	90	3.8	5.3	6.0	3.7	5.1	5.7	4.1	5.9	6.3	3.8	5.4	6.1
Var.							-.4	-1.3	-2.2	-.5	-1.5	-2.5	-.1	-.7	-1.9	-.4	-1.2	-2.1
Vine	92	-	-	93	-	-	3.4	-	-	3.3	-	-	4.0	-	-	3.5	-	-
Var.							-.8			-.9			-.2			-.7		
West Middle	106	86	83	104	89	90	4.1	4.9	5.8	4.0	4.8	5.8	4.2	5.6	5.5	4.2	5.1	5.6
Var.							-.1	-1.7	-2.4	-.2	-1.8	-2.4	0	-1.0	-2.7	0	-1.5	-2.6
Wish	91	83	81	91	88	86	3.4	4.6	5.6	3.1	4.4	5.2	3.9	5.5	6.0	3.4	4.9	5.6
Var.							-.8	-2.0	-2.6	-1.1	-2.2	-3.0	-.3	-1.1	-2.2	-.8	-1.7	-2.6
Validated Sch.	94	88	86	96	93	93	3.5	5.2	6.2	3.4	5.0	6.0	4.0	5.9	6.4	3.6	5.3	6.3
Var.							-.7	-1.4	-2.0	-.8	-1.6	-2.2	-.2	-.7	-1.8	-.6	-1.3	-1.9
City (all schools)	97	93	92	99	97	97	3.8 -.4	6.0 -.6	7.0 -1.2	3.7 -.5	5.8 -.8	6.8 -1.4	4.1 -.1	6.3 -.3	7.0 -1.2	3.8 -.4	5.9 -.7	7.0 -1.2

Grade 4 1964-65 Grade 6 1966-67 Grade 8 1968-69

**These averages were calculated using the averages submitted for each school.

TABLE II
AN ANALYSIS OF GROUP TEST SCORES AND VARIANCES FROM GRADE LEVEL EXPECTANCY
NON-VALIDATED SCHOOLS 1964-65 TO 1968-69

	I. Q. Verbal			I. Q. Non-Verbal			Word Knowledge			Reading Comp.			Arith. Comp.			Arith. Prob.		
GRADE	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8
NORM	100	100	100	100	100	100	4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2
Batchelder	106	102	101	107	104	107	4.4	7.1	8.2	4.4	6.8	8.1	4.5	7.0	9.0	4.3	6.8	9.0
Var.							+.2	+.5	0	+.2	+.2	-.1	+.3	+.4	+.8	+.1	+.2	+.8
Burr	110	101	101	108	103	106	4.7	8.0	8.3	4.8	6.9	8.0	4.8	7.9	8.0	4.7	7.7	8.6
Var.							+.5	+1.4	+.1	+.6	+.3	-.2	+.5	+1.3	-.2	+.5	+1.1	+.4
Dwight	104	-	-	107	-	-	4.0	-	-	3.9	-	-	4.2	-	-	4.2	-	-
Var.							-.2			-.3			0			0		
Fisher	-	95	90	-	98	95	-	6.3	7.0	-	5.9	6.7	-	6.3	6.7	-	5.8	6.6
Var.								-.3	-1.2		-.7	-1.5		-.3	-1.5		-.8	-1.6
Kennelly	101	107	106	109	107	108	4.6	8.0	9.3	4.6	7.9	9.2	4.4	7.1	8.4	4.5	7.4	8.8
Var.							+.4	+1.4	+1.1	+.4	+1.3	+1.0	+.2	+.5	+.2	+.3	+.8	+.6
Moy-McDonough	104	100	98	104	103	102	4.3	6.6	7.9	4.4	6.7	7.7	4.1	6.6	7.2	4.0	6.2	7.4
Var.							+.1	0	-.3	+.2	+.1	-.5	-.1	0	-1.0	-.2	-.4	-.8
Naylor	106	105	102	106	108	109	4.6	7.6	8.8	4.4	7.0	8.2	4.7	7.4	7.7	4.4	7.4	8.0
Var.							+.4	+1.0	+.6	+.2	+.4	0	+.5	+.8	-.5	+.2	+.8	-.2
Rawson	107	98	92	105	99	99	4.8	6.8	6.8	4.3	6.5	6.6	4.6	6.7	7.0	4.3	6.4	6.8
Var.							+.6	+.2	-1.4	+.1	-.1	-1.6	+.4	+.1	-1.2	+.1	-.2	-1.4
Twain	108	100	94	103	98	95	4.9	7.1	7.8	4.5	6.6	7.2	4.1	6.3	6.8	4.4	6.2	7.0
Var.							+.7	+.5	-.4	+.3	0	-1.0	-.1	-.3	-1.4	+.2	-.4	-1.2
Webster	113	109	109	112	109	112	5.2	8.0	9.7	5.2	8.0	9.3	4.8	7.1	8.5	5.0	7.0	8.9
Var.							+1.0	+1.4	+1.5	+1.0	+1.4	+1.1	+.6	+.5	+.3	+.8	+.4	+.7
Non-Validated Sch.	107	102	99	107	103	104	4.6	7.3	8.2	4.5	7.1	7.9	4.5	6.9	7.7	4.4	6.8	7.9
Var.							+.4	+.7	0	+.3	+.5	-.3	+.3	+.3	-.5	+.2	+.2	-.3
City (all schools)	97	93	92	99	97	97	3.8	6.0	7.0	3.7	5.8	6.8	4.1	6.3	7.0	3.8	5.9	7.0
Var.							-.4	-.6	-1.2	-.5	-.8	-1.4	-.1	-.3	-1.2	-.4	-.7	-1.2

**These averages were calculated using the averages submitted for each school.

Grade 4 1964-65 Grade 6 1966-67 Grade 8 1968-69

From an analysis of Table I, several city-wide trends were apparent:

1. The average non-verbal IQ's for the city continued to remain consistantly close to the national norm at all grade levels. While the verbal IQ was close to the national norm at grade four, it followed the previous years pattern, and again dropped for grades six and eight. This drop was again expected since groups took the multi-level, rather than the separate level of the Lorge-Thorndike test. [3]
2. The achievement ratings of the '69 group were generally consistant with those reported for both of the two previous years. Here again an achievement lag of slightly more than one year was accumulated by the time the students had reached grade eight. This lag differed little between various academic areas so that the tendency which was noted in the '68 group to show a slight lessening of lag in the reading, as opposed to the arithmetic areas was not sustained.

The diversification among the schools which had been classified as either validated or non-validated continued to be apparent. Individual schools within both of these categories showed ability and achievement characteristics which were more typical of the city as a whole, than of the subgroup in which they had been categorized. In addition, some schools continued to demonstrate characteristics which were counter to the overall trends of the city. Thus, some average verbal IQ's did not drop and/or some achievement lag tended to remain constant. [4]

In the validated schools as a group, the average IQs continued to be somewhat lower than those of the entire city. The overall pattern for the school was generally similar, with the drop in the verbal IQ coming between grades 4 and 6. Again, this was not unexpected since the norms were obtained for the latter group from the multi-level, rather than the separate level of the Lorge-Thorndike. There was also a slight overall drop in I.Q. scores reported between grades 6 and 8, and in some schools this was appreciable. [5]

The achievement ratings for the '69 validated group did not continue the tendency for the lag to decrease between grades 6 and 8, as was seen for the '68 group. Rather, and in all achievement areas including reading, the '69 group demonstrated an increasing lag over the years recorded. This lag generally represented an accumulation from grade level expectancy of about 1/2 year at grade 4, one year at 6, and two years by 8. Thus, the trend toward a slight resistance in the continuing decline in achievement, which had been reported for the last two years was apparently not being maintained.

TABLE 3

COMPOSITE ACHIEVEMENT TEST SCORES AND VARIANCES FROM GRADE LEVEL EXPECTANCY

GROUP	GRADE 4	GRADE 6	GRADE 8
1967 Group Norm	4.2	6.6	8.2
Validated Composite Ach.	3.6	5.7	6.6
Variance from norm	-.6	-.9	-1.6
Non-validated Composite Ach	4.6	7.1	8.0
Variance from norm	+.4	+.5	-.2
City-Wide Composite Ach.	3.8	6.3	7.1
Variance from Norm	-.4	-.3	-1.1
1968 Group Norm	4.2	6.6	3.2
Validated Composite Ach.	3.5	5.4	6.5
Variance from norm	-.7	-1.2	-1.7
Non-validated Composite Ach.	4.6	6.9	8.2
Variance from norm	+.4	+.3	.0
City-Wide Composite Ach.	4.0	6.0	7.1
Variance from norm	-.2	-.6	-1.1
1969 Group Norm	4.2	6.6	8.2
Validated Composite Ach.	3.6	5.4	6.2
Variance from norm	-.6	-1.2	-2.0
Non-validated Composite Ach.	4.5	7.0	7.9
Variance from norm	+.3	+.4	-.3
City-Wide Composite Ach.	3.9	6.0	7.0
Variance from norm	-.3	-.6	-1.2

The analysis of data which was presented to depict the lag pattern in terms of percentage of expectancy for 1968-69, was continued. These percentages, which were obtained by dividing the grade expectancy norm into the grade achievement levels, are presented numerically in Table 4, and graphically in Table 5.

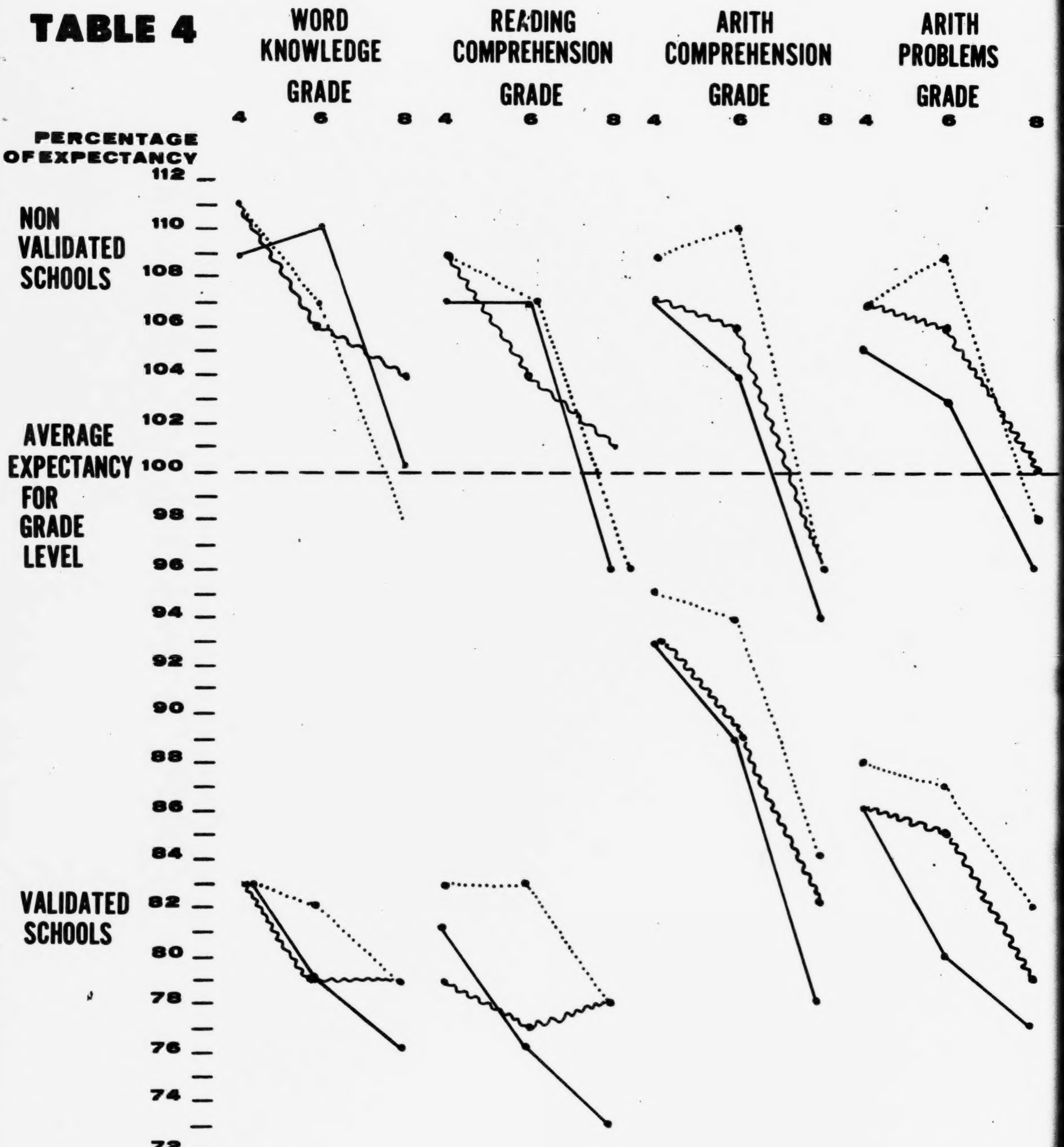
TABLE 4

AN ANALYSIS OF GROUP TEST SCORES AND PERCENTS OF EXPECTANCY, 1967, 1968 and 1969 GROUPS

		Word Knowledge			Reading Comp			Arth Comp			Arith Prob		
GRADE		4	6	8	4	6	8	4	6	8	4	6	8
NORM		4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2	4.2	6.6	8.2
VAL SCHOOLS													
67	Ave Grade	3.5	5.4	6.5	3.5	5.5	6.4	4.0	6.2	6.9	3.7	5.9	6.7
	% Exp	83	82	79	83	83	78	95	94	84	88	89	82
68	Ave Grade	3.5	5.2	6.5	3.3	5.1	6.4	3.9	5.9	6.7	3.6	5.6	6.5
	% Exp	83	79	79	79	77	78	93	89	82	86	85	79
69	Ave Grade	3.5	5.2	6.2	3.4	5.0	6.0	4.0	5.9	6.4	3.6	5.3	6.3
	% Exp	83	79	76	81	76	73	95	89	78	86	80	77
NON VAL SCHOOLS													
67	Ave Grade	4.7	7.1	8.1	4.6	7.1	7.9	4.6	7.3	7.9	4.5	7.2	8.1
	% Exp	111	107	98	109	107	96	109	110	96	107	109	98
68	Ave Grade	4.7	7.0	8.6	4.6	6.9	8.3	4.5	7.0	7.9	4.6	7.0	8.2
	% Exp	111	106	104	109	104	101	107	106	96	109	106	100
69	Ave Grade	4.6	7.3	8.2	4.5	7.1	7.9	4.5	6.9	7.7	4.4	6.8	7.9
	% Exp	109	110	100	107	107	96	107	104	94	105	103	96
CITY ALL SCHOOLS													
67	Ave Grade	3.8	6.0	7.0	3.7	6.1	6.9	4.1	6.7	7.3	3.9	6.5	7.2
	% Exp	90	91	85	88	92	84	98	102	89	93	98	88
68	Ave Grade	3.8	5.9	7.2	3.7	5.8	7.1	4.4	6.3	7.1	4.2	6.1	7.1
	% Exp	90	89	88	88	88	87	105	95	87	100	92	87
69	Ave Grade	3.8	6.0	7.0	3.7	5.8	6.8	4.1	6.3	7.0	3.8	5.9	7.0
	% Exp	90	91	85	88	88	83	98	95	85	90	89	85

COMPARISON OF ACHIEVEMENT TEST RATINGS IN TERMS OF PERCENTAGE OF EXPECTANCY, 1967-1969

TABLE 4



As can be seen from the preceding data, the percentage of expectancy for the reading areas did not remain constant between grades 6 and 8 as had been the case with the '68 group. It was apparent, however, that the decline between grades 6 and 8 was less severe in Word Knowledge, Reading Comprehension and Arithmetic Problems than for Arithmetic Computation. It was also apparent, and more important perhaps, to note that these declines were appreciably less for the validated schools than for the non-validated schools.

In the non-validated schools, the average IQs were substantially higher than those reported for the city as a whole. There was some drop in the average non-verbal IQ at both the 6th and 8th grade level; this had not been anticipated, and was not a function of testing with the multi-level Lorge Thorndike; this form had been used during the previous school year.

The composite pattern of achievement in the non-validated schools was almost identical to that found in both of the '67 and '68 groups. At grades 4 and 6 the achievement level was slightly above grade level while at grade 8, it fell slightly below. An analysis of specific achievement areas revealed little deviation from this general pattern.

To further evaluate achievement trends in Hartford, a second analytical approach replecating that of the previous year's study was utilized. This approach, involving the cross-sectioning of schools by poverty associated factors, resulted in three levels of stratification: high, moderate and low incidence of poverty. By using these strata, it was not only possible to compare the results of the 1968-69 testing with that of previous years, but also to indicate trends by socio-economic level. This latter factor was particularly important when one considers that the allocation of SADC and Title I, ESEA services was made primarily on a basis of cultural and economic deprivation. While the stratified data have not been presented in tabular form, two city wide trends were apparent from its inspection.

1. Over the last testing period, there was a drop in the average IQ levels, both verbal and non-verbal. The former declined from 96 to 87 and the latter from 98 to 94; nine and four point drops, respectively. It was hypothecated that part of the drop, particularly in the verbal area, was a reflection of the change in tests from seperate to multi-level Lorge Thorndikes.
2. There were also declines recorded in all measured achievement areas. While these were very slight in all areas, it was interesting to note that declines were more evident in reading than in the arithmetic areas.

A comparison of averages between the validated and non-validated schools revealed that here there was a close correspondence to the trends which had been noted for the city. Difference between these two groups of schools were negligible, both in terms of the IQ and achievement levels, differing only in arithmetic problems where the non-validated schools declined while the validated schools showed a very slight increase.

When analyzed by stratification, added comparisons were noted. There were negligable differences between groups in the degree of decline observed for average verbal and non-verbal IQ's, and in the achievement area of Word Knowledge.

At the same time, schools with the highest degree of poverty showed the greatest decline in Arithmetic Computation, while schools in both the moderate and low categories similarly demonstrated a lesser degree of decline.

In the Arithmetic Problems area, low poverty schools showed the most decline, while schools in the moderate and high poverty categories revealed less decline, and in an almost identical fashion.

The trend in Reading Comprehension differed from all others in that the differences between the three categories were most distinct. Schools with the highest degree of poverty showed the least decline in scores, schools in the moderate category the most and schools with the lowest incidence produced scores falling in between the extremes.

In reviewing these cited differences, it should be emphasized that the differences in the decline of achievement levels which had been noted, were of slight magnitude; probably these decreases are not particularly significant. They do, however, tend to lend some evidence to the previously reported hypothesis that there appeared to be a reversal to the pattern of declining reading achievement in the schools with the highest incidence of poverty.

FOOTNOTES

[1] Material for this report was collected and analyzed by H. Burton Hicock of the Psychological Department.

[2] Robert J. Nearine, Patterns for Progress (Hartford: Research Evaluation, 1968), I, pp. 1-14.

[3] H. Burton Hicock, "Same Measured Effects of Compensatory Education in Hartford, "Patterns for Progress" (Hartford: Research Evaluation, 1968), I, p.3. Here is briefly described the city's group testing program, the conversions from separate to multi-level test instruments, and the concomitant drops in test scores which resulted from the conversions.

[4] *Ibid.*, pp. 6-8. Includes Burns, Kennelly, Naylor and Webster.

[5] *Ibid.* Barnard-Brown and New Park. It should be noted that these schools receive 7th and 8th grade pupils from the Arsenal and Hooker districts, and that the feeder schools tend to report low verbal IQ scores.

EXTENSION OF MODIFIED HIGHER HORIZONS PROGRAM TO ALL POVERTY AREA SCHOOLS

(Hartford SADC Components I a-e)

Hartford's program of expanded special services was in many was a portent to the future of compensatory education. First conceptualized in the early fall of 1962, the special service program, like others which were soon to be developed, was designed to assist in the removal of some of the obstacles to learning which were currently existent in the poverty-area schools of Hartford.

The strategy for compensatory education was essentially a two-fold one. First, the number of special service personnel - counselors, social workers, psychological examiners, speech and hearing therapists, and health services workers - were increased substantially in the target school areas. Next, other specialized compensatory programs were developed and these, too, were made operational in the total context of Hartford's instructional program; a program which was now aimed at the improvement of educational opportunity for the poverty schools of the city.

The actual implementation of services followed substantial educational precedent. Originated at the Wish School only after the completion of a years study under the direction of Hartford's Assistant Superintendent for Pupil Personnel Services, and following a model established by the New York City project of the same name, Hartford's Higher Horizons program was from its inception, an apparent success. In consequence, and while plans were made almost immediately to encompass other schools in the program, available funds were non-existent, and so the program was allowed to languish.

It was not until January of 1966, that the Higher Horizon concept was reactivated. At that time, funds obtained under provisions of the

Economic Opportunity Act, permitted a partial expansion of the program to six additional poverty-area schools. This was followed by further expansions under the provisions of the State Act for Disadvantaged Children in August 1966, to include coverage of all the fourteen elementary and two high schools which then made up Hartford's validated attendance district.

During the four year interval between 1966 and 1969, the established patterns of services and objectives were continued with only minor modifications. These services and their evolved patterns of operation are described in subsequent sections of this narrative.

Remaining relatively unchanged was the overall objective of the program; an objective which could be suffiently described as follows: to provide the means for children to compensate for environmental obstacles to learning which exist primarily because of economic deprivation, to the extent that substantial numbers of individual children can be better motivated to utilize more fully existent educational opportunities. Specific operational goals included:

1. To provide target schools with services which can facilitate individualized instruction as a result of a more extensive knowledge of the individual child's abilities and potentials.
2. To help children from poor home environments adjust better to the normal classroom situation.
3. To mobilize the activities of special service personnel into a team approach to learning disability; an approach which can be more effective in working with the parents and with the neighborhoods to provide for the child a climate in which he can better live, play, and be educated.
4. To assist in raising the general academic levels of pupils in the schools serving the poverty areas.

5. To increase the motivation of the target students.
6. To improve the speech standards and performance of disadvantaged pupils, while at the same time motivating them to speak so as to become acceptable candidates for higher education or job placement.
7. To give students experiences which will compensate for the art, music, and literature deficiencies which often exist in their homes.
8. To help children to develop their musical and artistic ability, particularly where the potential and the interests are hidden.
9. To acquaint pupils with the literature which is a part of their cultural heritage.
10. To make it possible for pupils to become acquainted with their city and its many points of interest.

Recognizing that the effects of poverty were often cumulative and could not be dissipated quickly, the program of special services was designed to extend over a lengthened period of time. Over this logitudinal interval, it was hypothesized that a number of long range objectives could be occomplished.

1. Disadvantaged students will eventually achieve an academic and cultural level which will enable them to compete for realistic educational and/or employment opportunities.
2. Disadvantaged pupils can be expected to build a better self-concept, more positive social values, and higher educational and vocational goals.
3. Children, through education, will ultimately assist in raising the standards for their families; thus, the living conditions for a large number of people can be upgraded.

On the following pages is contained a brief analysis of the activities of each of the five project components during the 1968-69 project year. Where possible, previous years data have been included for corporative purposes to add some measures of scope and sequence to the program.

GUIDANCE

(Hartford SADC Component 1a)

OBJECTIVES

Now, in the fourth year of expanded operations, the guidance component again continued to direct its services toward helping students improve their total learning situation. Because the greatest need for the majority of the students who received guidance services continued to be the development of positive attitudes towards themselves, their education and their aspirations for the future, the components' objectives were essentially those of previous years; these have been listed as follows:

1. Identify the abilities, interests and needs of 'disadvantaged' students and the placement of said students in special programs which would challenge and satisfy these abilities, interests and needs.
2. Help students develop the skills and attitudes necessary to seek additional education and employment.
3. Provide the students with timely educational and occupational information.
4. To encourage students to complete high school rather than becoming drop-outs.

DESCRIPTION

Seven counselors and three secretaries continued to be assigned to Hartford's validated schools throughout the 1968-69 school year. While no particular staffing pattern was followed, assignments were initially made to develop the strengths of the program through the development of a continuity of services to each student. As originally conceived, students in the program would retain the same counselor over a period of several years, rather than only one year. Due to staff changes, however, this was not possible to the extent desired; of the seven SADC counselors, three were new assignments during the 1968-69 academic year.

The school assignments of the seven SADC-funded counselors were comparable to those reported during the previous project year, with only slight changes evidenced. These assignments are shown in Table 1.

TABLE 1

SADC COUNSELOR ASSIGNMENTS, 1968-1969

School	Number of Positions	Assigned Grades
Arsenal	1	5+6
Barnard-Brown	1	K-6
Hartford Public High School	2	10-12
Northwest-Jones	1	7+8
Weaver High School	2	9-12

In conjunction with the several assignments, substantial numbers of program activities were reported by the counselors; these, and the extent of counselor participation in each significant activity can be summarized as follows:

1. Four senior high school counselors:

Individual counselling sessions	5210
Group counselling sessions	130
Home visitations	8
Case conferences	79
School & college representative meetings	55
Regular guidance department meetings	107

Job Placement	18
Independent parent conferences	128
Independent teacher conferences	453
Business & industry meetings	16
Community meetings (Outside the school)	56
Guidance assemblies	12
Group guidance classes	0

2. One Seventh and Eighth Grade Counselor:

Individual counselling sessions	325
Group counselling sessions	20
Home visitations	25
Case conferences	50
Individual parent conferences	60
Individual teacher conferences	75
Business and industry meetings	5
Community meetings (outside the school)	10
Guidance assemblies	5
Group guidance classes	260

3. Two elementary K-6 counselors

Individual counselling sessions	702
Group counselling sessions	58
Home visitations	34
Case conferences	196
Individual parent conferences	154
Individual teacher conferences	770
Business and industry meetings	5
Community meetings (outside school)	11

Cultural assemblies	15
Group guidance classes	10

In reviewing the preceding listing, it should be noted that several of the cited activities were rated as being particularly effective by the SADC counselors. Most effective activities can be compared over a three-year period in the following table:

-2-

COMPARISON OF EFFECTIVE PROJECT ACTIVITIES AS REPORTED BY SADC COUNSELORS OVER A THREE YEAR PERIOD, 1966-67 TO 1968-69

Activity	No. of Counselors Reporting		
	1966-67	1967-68	1968-69
More effective counseling			
Identifying students for a special programs[a]	6	6	11
Improved communications[b]	5	5	14
Professional improvement	2	4	24
Organizational patterns	5		
Developing of more effective counseling techniques	4		
Home visitations		4	26
Other	2		

[a] Counselors are becoming more and more the facilitators of meaningful communications between staff members, staff and administration, and the school and the community. Contacts with community agencies such as the Youth Opportunity Center, Community Renewal Team, Family Service Bureau, Catholic Charities, Jewish and Catholic Family Services, Urban League, V.A., YMCA, YWCA, Welfare Department, Juvenile Court, McCook Hospital, Hartley-Salmon Clinic, and many others are indicative of the growing need for added expertise in this area.

> [b]Counselors, have again been most instrumental in identifying special programs which they felt would be helpful in meeting the needs and interests of their counselees. Typical programs included, Work Study, Work Training, Higher Horizons, Upward Bound, HICUT, Childrens' Museum Science Academy, N.Y.C., Project Co-op, Talcott Mountain Science Program, the Independent Summer School, Programs of Hotchkiss, Ethel Walker, Westminster, Miss Porters, Oxford, Renbrook, Kingswood, Pomfret, Loomis, and the Catholic High School Summer Program.

In respect to the identification of special programs for students, the following numbers of specific referrals can be quoted.

1. At the elementary level, K-8:

Westminster and Ethel Walker Programs	15
Catholic High School Summer Program	20
Children's Museum Science Program	4
Summer Camp Scholarship	6
Hartford Vacation School Scholarship	2
Neighborhood Youth Corps	4
Summer Employment for Youth	7
Project Co-op	78
HICUT	12

2. For Hartford's three high schools:

Work Study	85
Work Training	30
Upward Bound	5
CONNTAC	1
Inter-Agency Services	25
The National Association of Negro Business and Professional Women's Clubs, Inc.	66
Hampton Institute Summer Music Program	2
CONNPEP	2
Trinity Summer Program	2

Connecticut College	3
The HPHS for the Foreign Language Programs	1
National Conference of Christians & Jews	1
Girls' State	2
Southern New England Telephone Co.	30
YWCA	1
Hartford Dept. of Social Services	1
University of Hartford for accelerated students	1

An area of particular involvement for the high school counselor continues to be that of helping seniors with post graduation student placements. Typical of this involvement are the figures reported by one SADC counselor; these are shown in Table 3, below.

TABLE 3

A SUMMARY OF 78 SENIOR POST GRADUATION PLANS, AS REPORTED BY ONE SADC COUNSELOR, SPRING 1969

Plans	No. Reporting N-78
Colleges and/or Technical Schools[a]	56
Apprenticeship Programs	5
Full-time Employment or Service	5
Undecided	6
Graduation in Doubt	6

[a] Includes 4 year colleges, 2 year colleges, and technical schools.

Some of the most encouraging results of the component based upon an analysis available by the coordinator, were reported as follows:

1. More and better guidance services are now being offered to students from "disadvantaged" backgrounds.
2. More "disadvantaged" students are finding their way into special programs with the help of their school counselor.
3. Partially through the efforts of the counselor, there has been a greater degree of involvement in community activities on the part of individual schools.
4. There continues to be more meaningful communication between staff, administration, and community regarding the needs of students.
5. A favorable counselor-student ratio of 1 to 210 has continued in grades seven through twelve.
6. While the difficulty in measuring and evaluating attitudinal changes in students is recognized, it was reported that the majority of students receiving guidance services under this component are responding favorably to the increased services.

The effectiveness of the guidance component can be received in terms of the pressing needs of Hartford youngsters. Hopefully, some degree of understanding can be gleaned from the following three case resumes, furnished by SADC counselors.

1. "M was born in Puerto Rico and transferred from New York to a Hartford high school in September of 1968. During initial interview, she and mother indicated she had performed at average level in general program. Enrolled as a sophomore in similar program.

   She is one of four children living with mother on state welfare. stepfather is out of home but returns frequently and disrupts household. Mother is pregnant and expecting in September. Counselor assigned student to school social worker and he has helped to a great extent, visiting home, etc. to resolve family problems.

M has adjusted well to school and maintained A's and B's. Counselor discussed next year's programs with present teachers and we have upgraded her to the academic levels. Further, counselor recommended her for Upward Bound program at Connecticut College and she was recently notified she has been accepted. In addition, she will be in the Work Study program in September and be placed in a medical position at Hartford Hospital. She aspires to a career in social work. I feel all of our agencies and compensatory programs have been most meaningful in discouraging this young lady from becoming a dropout and has given her inspiration to persue a professional career."

2. "S started off the year at a Hartford high school with poor grades, a drop from last year. Her father came in to talk to me and her mother came in for a conference with her teachers. S was spending time with friends who were a bad influence but she resented her family telling her this.

   She became a member of a group counseling session where she was able to express her resentments to parents and teachers. As she has gotten these feelings out in the open she is beginning to see her responsibility in the situation and feels that with a summer school experience this year she will be willing and able to do much better next year."

   "In her early school days, M was described as "immature ... very lazy behavior problem ... fighting ... meddlesome ... poor work habits ... little self-control." She spent time in coaching classes and repeated Grade V. The pattern of "making an absolute nuisance of herself in class ... has time to talk, fool and distract everybody else" ... continued in her first two years at a Hartford high school. She is presently a junior.

   Such behavior called for repeated conferences with teachers, psychological examiners, school social worker, school administrators, community workers, her counselor and her mother, to help the student adjust to the high school environment.

   M seemed to have had little insight into her behavior and also lacked understanding in her attitude towards peers and teachers. The psychological examiner had recommended referral to the school social worker to which the parents did not consent.

   M visited the counseling department frequently and received considerable supportive help. Her demerits have steadily decreased from 26 in 1966 to 11 in 1969 and 5 this year. She is proud of her improvement, and is motivated towards a college education. She has artistic talent and has been encouraged with her fine ceramic creations,

> M would like to become a medical worker and has had experience as a ward helper in local hospitals.
>
> This student has made great strides in improving her self-image. With continued assistance, E.M. can develop into a satisfied young lady."

PROBLEM AREAS

During the 1968-69 project year, several problem areas were reported to the counselors. These included in order of importance:

1.	Demand for Greater Community Involvement on the part of counselors (2)	12
2.	Curriculum Revisions	20
3.	Space and Facilities	23
4.	Counselor Availability	25
5.	Clerical Duties	25

Six out of the seven SADC counselors noted the demand for increased involvement in community affairs, and considered it a valid problem area. All schools, expecially those that are validated, have to become more involved in community matters, and this involvement is a logical extension of the counselor's work in the school.

Guidance facilities continue to be at their worst in the elementary schools. For example, one elementary counselor is in a converted cloak room, while the other is in a custodian's room situated just off the stage and in the school auditorium.

It was again reported that counselors should be more available, particularly during the after school hours. To do this on a regularly scheduled basis, however, would take additional funds and these are presently not available.

It was felt that the problem of clerical duties for the counselors was lessened somewhat this year. This was due primarily to more effective utilization of the counselor's time.

ANALYSIS OF STAFF REQUIREMENTS

The guidance component continued to provide funds for the employment of seven counselors; two counselors were assigned to the validated high schools and five to validated elementary schools. In addition, two secretaries were provided. One was assigned to a validated high school and the other shared her time between the city's two other high schools.

EVALUATION

A formal evaluation of the guidance component was again curtailed by a number of technical limitations. These have been summarized as follows:

1. Elementary guidance services were not uniform throughout the city, with staffing patterns of the "one of a kind" variety.
2. Guidance services were individually structured to meet specific student needs. Consequently, the results of the services did not lend themselves to an objectifiable evaluative effort.
3. Language and communication handicaps frequently limit the effective usage of tests or questionnaires with both the parents and the pupils who are involved in a given program. Consequently, the use of written instruments for program evaluation were rejected.

Because of the stated limitations, the component evaluation continued to rely heavily on two informational techniques:

1. An analysis of reported counselor reactions.
2. A compilation of counselor activities.

In analyzing data relating to the two informational sources, a number of tentative conclusions were developed:

1. Increased guidance and counseling services continued to be made available to large number of disadvantaged students in five of the city's target area schools.
2. Counselors were able to identify the specific needs, interests, and abilities of large numbers of disadvantaged youth, and were successful in placing many of these youngsters in an increased number of special programs, both within and outside the system.
3. While the difficulty in measuring changes in attitudes was fully recognized, the SADC counselors reported that a majority of the students who received guidance services, did respond favorably to them.

SUMMARY AND CONCLUSIONS

During the 1968-69 project year, the services of seven school counselors continued to be furnished to five of the city's 18 validated schools. These services could best be described as facilitating or enabling. That is to say, services were intended to help students realize their potential through guidance and counseling, referrals to special programs and referrals to other social agencies. If one were to attempt to develop a comprehensive assessment of the component's total effectiveness, it would also be necessary that an assessment of all the associated programs be conducted; these were both numerous and intimately comingled as the report indicates.

It seemed, at least to the reporting individuals that the major thrust of the guidance component was the identification of students with special needs, and the subsequent placement of these students in programs which adequately met their needs. To this end, the component was judged to be eminently successful.

SCHOOL SOCIAL WORKERS

(SADC Component Ib)

OVERVIEW

Most educators, and parents for that matter, fail to remember that the child has a life which extends far beyond the length of the school day; an extension which may for the child be the more significant one. Usually, in fact, this is the case. Somehow this outside world must be considered, and penetrated, if the depressed area child is to be worked with effectively. This consideration, penetration, and articulation is, in many ways, the prime goal of Hartford's social work program.

OBJECTIVES

Specifically, the continuation of eight social worker and one secretarial position to service the validated schools was intended to:

1. Develop a closer working relationship between the school and the home.
2. Encourage parents to participate in the school program.
3. Provide both the parent and the child with a contact for the further utilization of social services.

DESCRIPTION

For the third successive year the services of eight added social workers and one secretary continued to be provided under this component. While a description of the philosophy and scope of services rendered by the social worker department is contained elsewhere, [1] the actual allocation of SADC social worker time was considered as being germane to the intent of the evaluation. Consequently, these allocations are reported in Table 4.

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[1] Robert J. Nearine, Evaluation 1965-1966, Project 64-1 (Hartford: Research Evaluation, 1966), PP. 24-39.

TABLE 4

SADC SOCIAL WORKER ASSIGNMENTS, 1968 - 69

School	Percentage of Time N=8
Arsenal	.80
Barbour	.30
Barnard-Brown	1.00
Brackett-Northeast	1.00
Burns	.70
Clark	.20
New Park	.80
Northwest-Jones	1.00
Vine	.70
Hartford Public High School	.50
Hartford Public High School Annex	.50
Weaver High School	.50

Table 5 continues to document component social work activities, by longitudinally comparing reported figures which were submitted over a three year period.

TABLE 5

A COMPARISON OF SADC SOCIAL
WORK REFERRALS, 1967 - 1969

Reason for the referral	Percentage of total case load			Change
	66-67	67-68	68-69	68-69
Behavior or personality problem	64	66	73	+7
School attendance	16	12	12	0
Underachievement	9	8	5	-3
Neglect or other environmental factors	11	14	10	-4

Since the referrals cited in the preceeding table came, for the most part, from the principals and teachers,data reflected a growing concern about student behavior, and a tendency on the part of staff to refer children to the social worker for exploration into the causes of adverse behavior. Hopefully, these referrals were also made in an effort to obtain any help which could result in behavior modification. Since many of the referred youngsters were also underachievers, and were experiencing other environmental problems, the changes reflected in Table 5 were interpreted as a reflection on the emphasis placed by the source of referrals.

TABLE 6

COMPARISON OF ACTIVITIES OF SADC SOCIAL WORKERS, 1967 - 1969

Activity	Numbers reported		
	66-67	67-68	68-69
Pupil interviews	5537	5079	3996
Parent interviews	2019	1702	1579
Conference with teachers, principals, and other school personnel	5604	5418	4921
Contacts with community agencies	3243	1935	2129
Home visits	842	997	855

[1] Agencies include mental health clinics, welfare agencies, medical resources, police and Juvenile Court.

An inspection of the preceeding table shows that while the total number of reported activities does not equal those of previous years, the workers actual case load had increased somewhat; a situation which is documented in Table 7.

TABLE 7

COMPARISON OF SADC SOCIAL WORK CASE LOADS, 1967-68 to 1968-69

Type case	1967-68	1968-69	Change
Brief	363	339	-24
Continued	1458	1671	213

Because of a wide variance in individual school staffing patterns, it was impractical to evaluate individual staff performance on the basis of any objectifiable criteria. Rather, it seemed more appropriate to compare the total spectrum of services rendered, and these over an extended period of time. Consequently, figures representing three school years, of services were collected, and these are reported in Table 8. Note that the figures reported represent the services of the total social work staff, and not merely those rendered by component personnel.

TABLE 8

A COMPARISON OF CITY-WIDE SCHOOL SOCIAL WORK SERVICES
OVER A THREE YEAR PERIOD, 1967 - 1969

Activity	1966-67	1967-68	1968-69
Pupil interviews	17,242	20,447	19,537
Parent interviews	6,117	7,805	7,307
Conferences with teachers, principals and other school personnel	19,736	25,745	24,669
Contacts with community agencies	7,031	9,252	3,701
Home visits	3,070	3,679	3,701

While all but one category of services showed a slight decrease in the numbers reported, these were minimal and were attributed to expected fluctuations in worker case loads which occurred from year to year. At the same time, and for the third consecutive year, there was a reported rise in home visits; a salutory trend which was in keeping with the basic rationale underlying this, and other special service programs.

EVALUATION

While the data, itself, was largely inconclusive,there were some indications that the component was continuing to the stated objectives.

1. Substantial social work services continued to be furnished to the validated schools in basically the same numbers as was true in the previous year.

2. Social work services in both the validated schools, and in the city as a whole, remained relatively stable over the past two years. For the city as a whole, an increase was repeated in the area of home visits.

At the same time, and in the absence of substantative data, to show that the component had been successful in developing added parental involvement, it must be assumed that the added home contacts would, in fact, result in the accomplishment of this objective, perhaps at a much later place in time.

SUMMARY AND CONCLUSIONS

For the fourth consecutive year added social work services were again provided to the validated schools of Hartford. While no measured relationship between these services and observable pupil changes were obtainable, it was logically concluded that this component, like similar facilitating service programs, was a necessary one, and one which continued to help make the school and the community more relevent for inner-city youth.

PSYCHOLOGICAL EXAMINERS

(Hartford SEDC Component 1c)

OBJECTIVES

The role of the psychological examiner in the context of a pupil personnel team could be likened to that of an intelligence officer on a field commander's staff. Working in support of the instructional program, and in conjunction with the other special service staff members, the examiner's role is to provide the commander - in this analogy the school personnel - with interpreted pupil intelligence, which only can be obtained by an individual assessment of specified pupils. Consequently, and concomitant with its supportive functions, the objectives of the psychological examiner component continued to be as follows:

1. To provide the teacher, principal, and other staff members with information about the needs and abilities of individual pupils.
2. To assist the teacher, principal, and staff in the interpretation and utilization of the assement data.

DESCRIPTION

During the 1968-69 school year, four psychological examiners and one secretary continued to provide services to the validated schools of Hartford. These services, which were provided in conjunction with the regular staff included:

1. Individual psychological evaluations. These involved:
    a. Individual intelligence tests. These, and other supplemental tests, were tailored to fit the specific needs of each evaluation.
    b. Conferences with other staff members. In this way, assessment information was communicated to the teacher, and to other school personnel whenever necessary.

   c. Written evaluative summaries. Summaries were furnished to the principal for school use in conjunction with each evaluation.

2. Consultations with school personnel about specific children who had not been referred for testing, group situations, or other school problems.

EVALUATION

In order to determine if psychological services could be directly related to behavioral changes in students, it was determined early in 1968 that a more intensive evaluation was indicated. This determination was finally focused on an attempt follow-up study of children who had been evaluated in October, 1968. Aimed at determining the extent which psychological services had directly effected children, the evaluation produced data which, in itself, was relatively useless, thus confirming the department's previous contention that it was virtually impossible to evaluate psychological services as they effected the individual child. Any evaluation of necessity, must consider other programs and factors as well; these are ultimately responsible for the implementation of pupil change.

For example, and as the result of an individual evaluation, a psychologist may make a recommendation for a change in placement. For one reason or another, this recommendation may not have been followed, perhaps because special class spaces had been exhausted. Even if the recommendation were followed, any progress reports would be relatively subjective, and these would probably not relate directly to the evaluation. While information gleaned might be useful from a clinical standpoint, it would be less than adequate for evaluative purposes.

The conduct of the follow-up study has, in many ways, a labor of love since the psychological department was particularly interested in assessing the effects of its services directly on children. With the help of the University of Connecticut's Dr. Chauncey Rucker, a follow up questionnaire for the teachers of referred children was devised. Because the questionnaire was to have been filled out some six months after the referral, a number of administrative problems developed, and was abandoned. Instead, the questionnaire itself was modified consequently by the initial plan with the psychologists asked to obtain the requisite information through an interview with the teacher.

The format evolved for the questionnaire attempted to utilize referral problems as they had been stated on the child's referral form. These problems were extremely diverse and there was a great variation in the teachers referral statements. Consequently, data from this portion of the follow-up proved to be relatively useless.

In the conduct of the follow-up, the 23 children who had been evaluated in October of 1968 were selected for study. Of these, 13 were no longer with the referring teacher. Consequently, it was often necessary for the psychologist to directly indicate the degree by which the evaluation was presumed to have effected the understanding of a given child. This was done by a series of ratings, with the scales summarized as follows:

TABLE 9

DEGREE TO WHICH TEACHER UNDERSTANDING WAS EFFECTED, OCTOBER 1968-JUNE 1969

	None	Slightly	Moderately	Markedly	Very Markedly
Child with original teacher	2	1	5	1	1
Child not with original teacher	1	3	3	3	

For the 10 children who had remained with the orginal teacher, the modal rating of change was generally "moderate" for the distribution. Similarly, ratings by teachers who had not referred the child showed a great deal of scatter, with equal numbers in each of the three rating categories. Three other children who had remained with their teacher for a very short time were not rated, and were eliminated from the study.

Because the majority of the children had transferred away from the referring teacher, it was extremely difficult to ascertain the effects of the psychological examination.

It did appear, however, that psychological information was an important factor in changed placements. Ten children were moved to some special class, and quite probably the evaluation played some part in this placement. Two other children were placed on home instruction and here, too, the evaluation may have contributed in this direction. One child was committed to a state institution, but it was unlikely that the psychological evaluation was of any importance. Four other children changed schools or teachers; one was suspended, tested, and kept out of school: here again, the effects of the evaluation were very much in doubt.

The section of the questionnaire which listed problems, and asked for a teacher rating of change was particularly useless. Of the 10 children who remained with the referring teacher, 36 items which could be classified as behavioral or academic descriptions of the problem were to have been rated; for those children who had not remained, 28 items. For both groups the modal rating was "no change". Of those who remained, 11 items showed some degree of improvement; but this was impossible to attribute to the psychological examination.

In the completion of the questionnaire, the psychologist was also asked to indicate whether recommendations had, or had not, been followed. Again, the responses were scattered. In 6 cases, a referral to the school social worker was recommended, and in 4 cases it was carried out. In one instance, the parents are opposed to the referral.

In another six cases, a placement in the opportunity room for mentally retarded children was recommended. In one case, the recommendation was carried out, but in four others a lack of space prohibited implementation.

In three cases, psychiatric evaluation was recommended; in two instances, this was carried out, but in the third case the parents objected and the recommendation was not adopted.

In three cases recommendations were made regarding training in perceptual skills. In one instance, the child was placed in a special class; in another, the recommendation was partially carried out since the teacher made some attempt to work with the child despite her lack of training in this area. In the third case, the teacher made no attempt to carry out any special training, but did talk with the advisor of the program for the perceptually handicapped.

Most of the other recommendations were extremely scattered and diversified and included such items as "child wear glasses", "the State Social Worker should work with the home", "a better student should help this child with his math," and various other statements indicating a need for praise, support, and encouragement. In most of these instances, it was virtually impossible to tell whether or not any attempt had been made to carry out the recommendations.

Because of the limited number of cases for the follow up, it was impractical to draw conclusions regarding the effects of the psychological services. It did seem significant, however, to note that a number of children did not remain with the same teacher, but did receive some sort of special placement; one which, in most cases, be attributed directly to the psychological evaluation.

ANALYSIS OF STAFF REQUIREMENTS

For the fourth consecutive year, the psychological examiner component was provided with the funds necessary to staff four psychological examiner positions. Because of the shortages in qualified personnel, eleven individuals devoted a portion of their time to the program.

PROGRAM AREAS

For the fourth consecutive year the same problem areas were reported.

1. There remained a continued shortage of trained and certifiable personnel. This year, however, all SADC positions were filled.
2. Evaluative procedures, as described elsewhere, continued to be extremely time-consuming for the coordinator and have proven less than useful.

SUMMARY AND CONCLUSIONS

For the fourth consecutive year, the continued employment of additional psychological examiners provided the validated schools with added psychological services. These services, which could not be evaluated in terms of direct pupil change, are expected to continue to provide school personnel with assistance in the identification and resolution of individual pupil problems.

SPEECH AND HEARING

(Hartford SADC Component 1d)

OBJECTIVES

The continuance of additional speech and hearing therapists in the validated schools was designed to provide a dual service to many needy youngsters, a service which was focused on:

1. The identification and correction of speech disorders which constituted a barrier to effective oral communication.
2. The rendering of assistance in the development of patterns of speech which are both effective for communications, and conducive to an adequate self-image.

DESCRIPTION

Seven speech and hearing clinicians continued to provide services to speech, language and hearing handicapped students in nine of the Hartford Public Schools during the 1968-69 school year. Since these services included a considerable amount of involvement which was allocated on the basis of priority needs, and dictated by the severity of individual problems and the length of time that they had been in existence, it was necessary to develop adequate selective procedures. Consequently, initial student identification was obtained through the use of routine screening tests; these were administered to all second grade students, to all ninth grade students, and to all students actually referred for therapy. The screening was followed by an administration of the Templin-Darley Test of Articulation, the Photo Articulation Test, and other clinician-devised articulation tests which were given at the beginning of the semester.

Once the therapy was instituted it was obvious that an on-going evaluation of problem resolutions were indicated. Thus, the Illinois Test of Psycholinguistic Abilities, the Peabody Picture Vocabulary Test, the

Slingerland Test of Perceptual-Motor Abilities, and other evaluative tests were utilized when deemed appropriate to the assessment of progress.

An analysis of speech and hearing referrals is presented in Table 10. Improvement figures were compiled from clinicians reports, while type categories were arbitrarily assigned by the coordinator on the basis of past experience.

TABLE 10

ANALYSIS OF SPEECH AND HEARING REFERRALS, 1968-69

Type of Problem	Number Dismissed as Adequate	Good Improvement	Minimal Improvement	Total
Articulation	125	148	23	296
Cerebral Palsy		1		1
Cleft Palate		2		2
Stuttering	6	46	7	59
Voice		10		10
Language		38	5	43
Hearing		16		16
Total	131	261	35	427

The clinical experience itself was focused on individual and small group therapy sessions. These sessions were provided to 427 participating students, with the number of scheduled meetings varying from one to five a week. Sessions were focused on the amelioration of problems which were particularly distressing: poor articulation, sound substitutions, omissions, distortions, and other problems which interfered with the intelligibility of speech. Other, and less serious types of problems were also served. These included stuttering; language problems, including those of an environmental or foreign-language based nature including those of an environmental or foreign-language based nature; or problems related to hearing impairment; voice problems; and others of a specific disability nature. In addition, two children with repaired cleft palates and one child with an etiology of cerebral palsy were participants in the program, also.

Meeting the students individually and in small groups, provided opportunities to render added assistance for meeting pupil needs. Some of the children, for example, who were shy and withdrawn in a group situation responded to a one to one relationship, making gains both in self-confidence and responsiveness to others in the school environment.

Several specific activities were effectively employed by the program. These involved the development of auditory discrimination skills, correct sound production, vocabulary and concept building, sentence structure, sequencing of ideas, critical and expressive thinking, and the oral commication of ideas to others.

Because of the general need for increased language facility and speech improvement existing within the schools, it was necessary that clinicians collaborate with principals, reading consultants, kindergarten and primary teachers, and others, to plan and implement a speech improvement program. Thus, some of the clinicians gave demonstration lessons in the kindergarten and primary classrooms at periodic intervals while others assisted classroom teachers with suggestions and materials.

PROBLEMS AREAS

The mutual cooperation of the parent, the classroom teacher and the speech and hearing clinician was essential if the handicapped student was to acquire effective communication skills. In the larger schools, especially, it was often difficult for the clinician to arrange conference time with classroom teachers. This, coupled with a high coincidence of parent employment during the school day, and the lack of home telephone, often made it difficult to effect meaningful exchanges of information.

Scheduling was also a major problem in almost all of the schools. In the elementary schools, clinical sessions frequently conflicted with schedules for art, music, gym, library, industrial arts, homemaking, films, etc. At the high school level, the time which was made available for therapy was limited to those periods during which the student was scheduled for study hall.

In addition to the foregoing, it was also noted that some students continued to be housed in buildings which were somewhat removed from the central school building. This situation, when added to the scheduling difficulties confounded the problems involved in obtaining a time and a place for therapy.

EVALUATION

In evaluating the results of the speech and hearing component, the coordinator reported that 131 students had been dismissed from therapy over the course of the school year. The basis for this dismissal was the achievement of an adequacy of speech and language skills. In addition, 261 other students were judged to have shown good improvement, but were still in need of further therapy; while 35 students were reported as having made only minimal progress.

SUMMARY AND CONCLUSIONS

While the submitted data were again inconclusive, it was reported by the coordinator that children continued to receive speech and hearing services in substantially increased numbers. Added information for the drawing of further conclusions was not available at the time of this report.

HEALTH SERVICES

(Hartford SADC Component Ie)

OBJECTIVES

It had long been recognized by Hartford officials that adequate health was a prerequisite to optimal learning. Thus it was that the city led the nation by instituting 1899, the first school health program in America. During the intervening years, and through the course of many changes, the program was gradually expanded to include all the schools of Hartford, both public and private; an expansion which was directed primarily toward validated youngsters over the last four years.

The objective of the health component have frequently been stated as follows:

1. An improvement in the general health of the pupil.
2. A Concomitant, and positive, impact on the learning situation; an impact which could be made by:
    a. Minimizing the after-effects of pupil illness.
    b. Promoting good health as a necessary ingredient for optimal learning.

DESCRIPTION AND STAFF REQUIREMENTS

The Health Services component continued to provide funds for the employment of:

1. One school nurse who was assigned to service the Hartford Public High School and its ninth grade Annex.
2. One dental hygienist.

An analysis of the SADC nurses's activities, together with some comparisons with previous years' figures, are contained in Table 11.

TABLE 11

COMPARISONS OF SADC NURSING ACTIVITY IN VALIDATED SCHOOL, 1965-1969[a]

Activity	1965-66	1966-67	1967-68	1968-69
Number of individual health inspections	1789	3048	5517	-3303
Number of nurse conferences with parent				
a. at school	28	422	255	+296
b. by telephone	660	677	1177	-443
c. by home visit			18	+ 40
Number of nurse conferences with teacher at school	377	504	836	-619
Number of nurse conferences with pupil				
a. at school	1319	711	1357	+1479
b. at home	4		14	-3
Number of pupils given first aid				
a. by nurse	622	274	1395	+1517
Number of pupils given vision tests				
a. by nurse	938	463	969	+1527
Number of pupils for whom school program was adjusted				
a. because of vision	4		11	+12
b. because of hearing			3	-1
c. other:	91	130	162	-32
Number of pupils recommended				
a. for exclusion	125	164	641	-310
b. for readmission	64	55	951	-336
Miscellaneous	73	333	1053	1065

[a] Estimated from SADC and ESEA figures through June 1.

By inspection, Table 11 once again revealed that the reported number of activities had shown substantial gains in several areas during the past year. Of particular importance during this period were the following:

1. The substantial increases were noted in the numbers of conferences held with pupils.
2. The number of first aid treatments and vision tests increased slightly. This was somewhat in contrast to the large gains reported for these areas during the 1967-68 school year.

The second member of the SADC health team, a dental hygienist, continued to serve six of the validated schools during the 1968-69 school year. A tabulation of her activities is reported in Table 12.

TABLE 12

ACTIVITIES OF ONE SADC DENTAL HYGIENIST, 1967-1969

Activities	1967-68	1968-69
No. of pupils examined:	2755	5261
Without decay:	1020	2448
With decay:	1735	2813
a. Temporary teeth:	264	1044
b. Permanent teeth:	1200	1623
c. Both temporary and permanent teeth:	271	398
No. of pupils known to have started treatment	94	134
No. of completed cases after school examination	106	175
No. of pupils in third grade who received prophylaxis	96	381
Total healthy mouths	1167	2764
Parent Consultations	133	262
Conferences with pupils	1033	2565
Conferences with others	1035	2107

[a]Schools serviced include Arsenal, Barnard-Brown, Brackett, Clark, Vine and West Middle.

From an examination of the presented data, it was at once evident that all activities showed substantial gains over the figures reported for the preceding school year. This in itself was indicative both of the dental health needs of the validated community and of the scope the services presently being provided to remedy and correct them.

EVALUATION

The evaluation of the Health Service component was once again upon based upon the continued assumptions that additional preventive and corrective health activities would eventually be refelcted in:

1. An improvement in the general health of the pupil population.
2. A consultant and positive impact on the learning situation, resulting from:
   a. A minimization in the after-effects of illness.
   b. The promotion of good health as one of the necessary ingredients for optimal learning.

While no objective data is currently available to substantiate these assumptions, from the evidence reported, it seems clear that:

1. A substantial number of youngsters at the high school level received the services of the nurse in residence, as needed.
2. The dental hygienist continued to provide the validated schools with professional services, and at a much higher level than was previously reported.

SUMMARY AND CONCLUSIONS

The Health Service component, by employing one nurse and one dental hygienist, continued to furnish a substantial number of preventive and corrective services to poverty area pupils. These services are presently fulfilling the objectives contemplated in the health services proposed.

HIGHER HORIZONS 100

(Hartford SADC Component 2 a)

While suggesting increased academic vistas for one hundred disadvantaged high school freshmen the name, Higher Horizons 100, became in many respects a less than favorable title for one of Hartford's most salutory programs. While "HH 100," as the program was typically called, incorporated in its operational philosophy many of the better elements in compensatory education, the project's very name tended to obscure its signal achievements by merging them with the less than evident achievements of the several special service components. In spite of this confusion in titles the HH 100 program has continually proven, during its four years of operation, to be an unqualified success.

OBJECTIVES

Originally conceived as a self-contained ninth grade demonstration center which used as its main instructional vehicle, a concentrated attack against language disabilities, the program has subsequently evolved into what could best be described as an unfolding structure for student-centered education. In its operational designs, the program focused on the following objectives:

1. Provide an atmosphere for experimentation, change, and development so that the particular learning problems of approximately one-hundred selected disadvantaged students could be more successfully met each year.
2. Assist the students in adjusting to regular high school patterns, and to program modifications as they occur in the future.

3. Provide remediation for specific learning deficiencies, particularly in the areas of reading and speech.
4. Expand the experiential backgrounds of the selected students beyond the levels which are currently attainable in their out-of-school environment.
5. Develop in the students an improved self-concept which will hopefully lead to higher educational, vocational and life goals.

DESCRIPTION

In actual operation, the HH 100 project represented each year, an articulated approach to compensatory education for a group of approximately one-hundred ninth grade youngsters. Centered around a semi-cloistered group of self-contained classrooms at Hartford's Public High School, the program, which was supported by a team made up of teachers and specialists, motivated and encouraged students to benefit from and react to an individually structured educational program. This program, which placed a continued emphasis on several particularly successful methodologies, included:

1. Small group instruction. Situated in what was virtually a "mini-house" setting, students were able to relate intimately with team members, and with this relationship reciprocated, were able to find adequate assistance in the solution of their learning problems. While some help came from the language specialists and from the counselor who was assigned to the program, it most frequently occurred that the classroom teacher, occupying the role of "teacher counselor" (a role which the program was intended to foster) became the youngster's most effective helper and, at the same time, a viable understander of students.

2. Intensive counseling. The school counselor, who had been assigned to the team on a full-time basis since the very inception of the program, was responsible for the project's testing and for coordinating the continued involvement of students, parents, and staff members in HH 100, and this at an optimal level.
3. Teacher feedback. Through a continuing program of formal and informal gatherings, staff members were encouraged - and helped - to react, respond, and adjust to the needs of individual pupils.
4. Cultural activities. In contrast to many programs, cultural trips and experiences were pre-planned, coordinated through student participation, and evaluated as part of the instructional program. During the 1968-69 school year, activities were severely limited by the absence of available funds.

The composition of the instructional team has varied somewhat over the course of HH 100's four year history; as the result of personnel changes which took place during each school year. During the 1968-1969 year, for example, the team consisted of an English teacher, a social studies teacher, a mathematics teacher, a science teacher, two specialists in language skill correction and development, a project assistant and a guidance counselor. The position of team leader was initially held by the reading specialist, and was later transferred to the English teacher during the early spring of the year.

The HH 100 student body, like the instructional team was also carefully selected, through the use of criteria substantially as follows:

1. The students were to be divided between boys and girls, whites and non-whites.

2

2. Students were generally of an "average" tested ability or were rated by their teachers as students who could perform at an average level of achievement. The use of "average" test scores included a verbal or non-verbal Lorge-Thorndike I.Q. which generally ranged from 90-110.
3. The recorded reading level for each member of the group was from one to three years below the appropriate grade level.
4. The students were selected on the basis of emotional stability. In establishing this criteria, it was stressed that the participants were not to be considered serious disciplinary problems.
5. The student age was kept homogeneous, and averaged 14 years, 6 months, as of September of the coming year.
6. All students were screened and approved by their feeder school counselor.
7. Flexibility in the criteria was stressed; thus counselors could make additional recommendations in special cases. All recommendations were, of course, discussed with the HH 100 counselor prior to the students' final notification and selection.

EVALUATION

To measure the effectiveness of the "Higher Horizons 100" project an extensive pre and post testing program using a Weaver control group was instituted, and this was further modified as the project unfolded. While all of the test data have not as yet been analyzed, some of the completed results of the various testings, together with some added considerations for further program development, are shown in the following pages of this interim report.

PART 1

CHANGES IN MEASURED INTELLIGENCE

Problem

While the language-oriented limitations of group intelligence tests have long been recognized, the use of data derived from group testing represents to the school community, one of the more useful objective indicators of academic aptitude which can be made available. Because of this usefulness, and coupled with the assumption that an improvement in language facility would result in higher, and more realistic, ability scores, it was hypothecated that significant increases in average group test scores could be expected. This assumption was further supported by the fact that in all three preceding years, mean gains; albeit not generally statistically significant, were recorded in both the verbal and non-verbal intelligence scores. This study, then, represents a continued look at changes in measured group intelligence test scores, following one year of language-oriented compensatory education.

Design

Routinely administered as part of the city-wide group testing program, both the verbal and non-verbal portions of the Lorge-Thorndike Intelligence Tests (Level 4, Form A, 1954 edition) were obtained from all eighth graders in the spring of 1968. Parenthetically, the obtained scores continued to be used as one of the available criterion for the placement of students in the program during the 1968-69 school year.

In June 9, a comparable form of the same test (Level 2, Form F) was again administered to the experimental group. Mean scores and standard deviations were calculated by sex, and the significance of change assessed using a test of mean difference at the .05 level of confidence. Verbal and non-verbal data are reflected in the following two tables.

TABLE 12

COMPARISON OF MEAN VERBAL INTELLIGENCE SCORE CHANGES,
SPRING 1968-1969[a]

		Spring 1968			Spring 1968			
	N	Mean V IQ	S.D.	N	Mean V IQ	S.D.	Mean Diff.	Signif.
Boys	42	87.7	8.5	34	89.1	8.5	1.4	.34
Girls	50	89.9	10.8	43	89.8	3.9	- .1	.06

[a] All figures have been rounded.

From the preceding table it can be observed that the mean verbal I.Q. scores for the boys showed a slight, but statistically insignificant gain, while the mean score for the girls declined slightly.

Similiar comparisons of non-verbal test scores are reported in Table 13.

TABLE 13

COMPARISON OF MEAN VERBAL INTELLIGENCE SOCRE CHANGES, SPRING 1968-1969[a]

	N	Spring 1968		N	Spring 1969		Mean Diff.	Signif.
		Mean N IQ	S.D.		Mean N IQ	S.D.		
Boys	42	99.9	12.0	34	95.4	11.3	-4.5	.28
Girls	50	97.8	9.2	43	97.1	8.8	- .7	.38

[a] All figures have been rounded.

Here, slight, but statistically insignificant mean decreases were recorded for the boys and girls in the Higher Horizons 100 group.

CONCLUSIONS

From comparisons of the pre and post intelligence test it can be concluded that the program produced no significant mean changes in either verbal and non-verbal measured intelligence over the course of a year's time. When the data were compared by sex, the girls who were tested with the Lorge-Thorndike Intelligence Tests tended to do slightly better than did the boys following the one year of intensive language instruction.

PART 2

GROWTH IN READING ACHIEVEMENT

Problem

Because of HH 100's underlying focus upon language remediation, several areas of inquiry into language arts change were attempted. The first of these inquiries attempted to determine the effects of the intensive language-oriented program on changes in measured reading achievement.

Design

To assess changes in reading achievement following one school year of intensive language instruction,(Revised New Editions), and again in the following spring. Word Knowledge and average reading test scores from the Metropolitan Achievement Tests (Advanced battery, 1960 Edition) were obtained from city-wide testing, conducted during the spring of 1968 and from the special HH 100 testing in June, 1969.

Where possible, means and standard deviations were calculated, by sex, for the several tests and tests of mean differences at the .05 level of confidence were applied to the data. The results of these calculations appear on the following pages.

TABLE 14

COMPARISON OF SELECTED METROPOLITAN ACHIEVEMENT TEST MEAN GRADE EQUIVALENT READING SCORES, SPRING 1968–SPRING 1969[a]

		Spring 1967			Spring 1969			
	N	Mean GE	S.D.	N	Mean GE	S.D.	Mean Diff.	Signif.
Word Knowledge								
Boys	40	6.1	1.4	35	8.1	2.1	2.0	4.6
Girls	47	6.2	1.6	44	8.2	2.0	2.0	5.5
Reading								
Boys	41	5.9	1.3	35	6.7	1.9	.8	2.1
Girls	47	5.7	1.0	44	7.0	.9	1.3	6.6

[a] All figures are rounded.

CONCLUSIONS

An analysis of selected test data indicated that both the experimental boys and girls made significant gains in reading achievement when the group was with the "Word Knowledge" and "Reading" parts of the Metropolitan Achievement Tests following one year's intensive program of instruction. In contrast to the reading patterns reported for the previous year, the girls in the program tended to make larger gains, both in Reading and in Word Knowledge than did the boys. From the test scores examined, it can be concluded that the HH 100 program was effective in helping youngsters to significantly improve their measured reading achievement.

PART 3

DEVELOPMENT OF WRITING SKILLS

Problem

In its approach to the correction of language deficiencies, HH 100 focused not only its instructional attentions on the improvement reading and speech, but on the development of adequate writing skills as well. To investigate the effects of this phase of the instruction, the following procedures were employed.

Design

The SRA Writing Skills Test (Form A, 1961 Edition) was administered to the HH 100 pupils both in the Fall of 1968 and again in June 1969. Means and standard deviations were calculated, and compared by sex with a test of mean difference at the .05 level of confidence. The results of these calculations appear in Table 15 which follows.

TABLE 15

COMPARISON OF SRA WRITING SKILL PERCENTILE CHANGES, FALL 1968-SPRING 1969[a]

		Fall 1968			Spring 1969			
	N	Mean %ile	S.D.	N	Mean %ile	S.D.	Mean Diff.	Signif.
Boys	41	29.5	23.9	33	54.8	22.4	25.3	4.7
Girls	51	25.7	16.5	45	58.0	18.5	32.3	9.0

[a] All figures are rounded.

Significant mean gains were recorded for both the girls and the boys in the HH 100 group. These far exceeded the .05 level of confidence.

CONCLUSIONS

Following nine months of intensive language instruction both boys and girls in Higher Horizons 100 group produced statistically significant changes in writing skill achievement when these skills were measured by the SRA Writing Skills Test, given at both the beginning and end of the instructional period. From this, it followed logically that the program was effective in helping the experimental students to significantly develop measurable writing skills.

PART 4

ACHIEVEMENT TEST GAINS

Problem

In the development of the Higher Horizons program, it was assumed that nine months of intensive instructional services would be reflected in some positive changes recorded on group achievement test scores. This expectation was based upon three assumptions:

1. The intensive language instruction would provide the students with the skills which were necessary to cope with language-oriented group tests.
2. The configuration of the total program would provide the students with the motivation to honestly attempt to master the testing situation.
3. The development of academic skills typically measured by group achievement tests would be emphasized in the instructional program.

Design

The HH 100 students, as part of the city-wide testing program received selected reading and arithmetic portions of the Metropolitan Achievement Tests (Form D and A Advanced Battery, 1947 Edition), in the spring of 1968; they were re-tested with a compatable Form F in June 1969.

The table which follows contains a compilation of the "Arithmetic Computation" and "Problem Solving" data analyzed by sex, as obtained from both the pre and the post testings. Once again mean grade equivalent scores and standard deviations were calculated and these were compared using a test of mean difference at the .05 level of confidence.

TABLE 16

COMPARISON OF SELECTED MEAN GRADE EQUIVALENT ARITHMETIC ACHIEVEMENT TEST SCORES
SPRING 1968-SPRING 1969[a]

		Spring 1968			Spring 1969			
	N	Mean GE	S.D.	N	Mean GE	S.D.	Mean Diff.	Signif.
Arith. Comp.								
Boys	40	6.8	1.0	35	7.3	1.4	.5	1.8
Girls	47	6.5	.8	44	6.9	1.3	.4	1.5
Prob. Solving								
Boys	41	6.5	1.5	35	7.8	1.3	1.3	4.1
Girls	47	6.5	1.0	44	7.1	1.2	.7	1.3

[a]All figures are rounded.

The data supplied in Table 16, shows that significant gains were made in the area of arithmetic problem solving for the boys, only. All other gains were statistically insiginifcant.

CONCLUSIONS

From the limited data available, it can be shown that the only significant mean gains recorded in measured arithmetic achievement were made by the boys in arithmetic problem solving. Other gains were not significant at the .05 level.

PART 5

CHANGES IN BEHAVIOR

Problem

Deficient motivation, long recognized as an inhibatory factor to successful urban education, was especially considered in the operations of HH 100. Here, the relatively small number of pupils, coupled with a high adult-student ratio (11.6 to 1) was intended to help youngsters develop not only a rapport with their teachers but at the same time, to help them to improve their self image. It was hoped that this improvement would manifest itself in positive modifications of school behavior.

Design

To assess school-centered behavioral changes, a questionnaire was administered to the HH 100 group both at the beginning and end of the 1969 school year. A similiar, and relatively compatable, questionnaire was also given to the HH 100 teachers during the same time sequence. Both of these questionnaires were designed to answer the question, "How has the students' school behavior changed following nine months of small group instruction and counseling?" Once again mean scores were obtained, by sex, for both questionnaires and comparisons made. Because relatively few changes were observable on either of the 5 point instruments, a test of significance was omitted in favor of a detailed item analysis which had been scheduled for a fall completion. Consequently, only the mean comparative data are shown in Tables 17 and 18 which follow.

TABLE 17

COMPARISON OF MEAN STUDENT RATINGS OF BEHAVIORAL CHANGE,

FALL 1968 - SPRING 1969

	N	Fall 1968	N	Spring 1969	Change
		Mean Rating		Mean Rating	
Boys	38	1.7	37	2.0	.3
Girls	51	1.6	40	1.8	.2

TABLE 18

COMPARISON OF MEAN TEACHER RATINGS OF BEHAVIORAL CHANGE,

FALL 1968 - SPRING 1969

	N	Spring 1968	N	Spring 1968	Change
		Mean Rating		Mean Rating	
Boys	42	2.3	43	2.3	-
Girls	52	2.3	48	2.1	-.2

Data contained in the preceding two tables continue to indicate little or no recorded behavioral changes in the HH 100 group following nine months of intensive small group instruction and counseling.

CONCLUSIONS

From the preceding data, two hypothesis seem tenable. First, the HH 100 program does not produce observable changes in overt behavior over the nine month period of instruction. Secondly, it is entirely possible that the data treatment does not truly indicate the changes which have occurred as a result of the program. Consequently, both of these hypothesis will be explored in detail, and this exploration will be discussed in a final report which is being prepared for distribution in the spring of 1970.

SUMMARY AND CONCLUSIONS

For the fourth consecutive year a ninth grade demonstration center for compensatory education continued to supply approximately one-hundred inner-city youngsters with an articulated program of intensive language-oriented instruction, cultural activities, and guidance. In reviewing several inquiries which were developed as part of the program's on-going evaluation, the following findings evolved:

1. While the areas of measured verbal and non-verbal intelligence generally recorded slight mean decreases, these changes were not statistically significant at the stated level of confidence. Neither was the slight increase evidenced by the boys in verbal intelligence a significant one.
2. The HH 100 boys and girls made substantial gains, both in Word Knowledge and in the total Reading scores. Here, the girls tended to amass larger gains than did the boys.
3. The gains in writing skill development, for the second consecutive year, once again far exceeded both expectations and the specified level of confidence.
4. In the arithmetic areas of achievement there were mixed gains reported. Only the boys achieved significantly in Arithmetic Problems, although lesser gains were amassed by the girls in Problem Solving, and by the boys in Computation.
5. Available data on changes in the modification of behavior continue to be inconclusive and this area will be the subject of further inquiry during the coming year.

From evidence presented, it can be concluded once again that the Higher Horizons 100 component continued to achieve the majority of its stated instructional objectives during its fourth consecutive year of of operation. Further inquiries and data analyses will be conducted and these will be the subject of a subsequent report: scheduled for issuance later in the year.

EXPANDED READING PROGRAM

(Hartford SADC Component 4)

For the fourth consecutive year the instructional department continued to marshal an attack upon reading disabilities through the medium of an expanded reading program. This expansion continued to involve:

1. The employment and assignment of 13 and one-half reading specialists to the schools with the highest proportions of reading disabilities.
2. Small group instruction by three Intensive Reading Instructional Teams, commonly called the IRIT program.

ANALYSIS OF STAFF REQUIREMENTS

All reading vacancies in both components of the expanded reading program filled during the 1968-69 school year. A summary of these positions, by component, is reported in Table 19.

TABLE 19

COMPARISONS OF SADC READING POSITIONS, 1967-1969 TO 1968-69

Position	1967-68	1968-69
Administrator	1	1
IRIT	12	12
Expanded Reading Program[a]	6	14
Secretarial Staff	2	4

[a] Includes 4 positions previously allocated to the reading clinic.

EVALUATION

While the overall operation of both project components followed the pattern which had been established over the previous three years, a number of changes were reported; these have been reported by the coordinator in the following evaluative discussion.

EXPANDED READING SERVICES

(Hartford SADC Component 4a)

Designed to supplement and reinforce the city's regular reading program, the expanded reading component continued through its fourth year of operation to provide the validated schools of Hartford with increased numbers of reading services. These services were due, in no small measure to a staff of specialists, which increased during the last school year.

In its initial conception, the expanded reading component provided services to children with severe reading handicaps, and without regard to grade level. During the 1967-68 school year, however, the program was modified in response to the substantially increased weight of evidence supporting the contention that the syndrome of reading disability was present even in the earliest of years. Consequently, and since it seemed reasonable to assume that the earlier these symptoms were detected and provided for, the more possible it would be that later reading problems could be prevented, the services of the program were shifted to focus on the primary grade levels.

OBJECTIVES

Specifically, the goal of the expanded reading component was to supplement and reinforce Hartford's regular reading program in the validated schools of the city. This reinforcement would, in turn, be reflected in measurable improvements to the following behavioral objectives:

1. An increased knowledge of letter names.
2. An increased knowledge of left and right progression.
3. An increase in the amount of reading attempted.
4. An increased mastery of word recognition, as determined by vocabulary checks.

5. An improved mastery of both oral and silent reading.

DESCRIPTION

In the light of the program's renewed emphasis on the prevention and remediation of reading disabilities at the primary grade level, the specialists focused their attentions on second grade pupils, who received direct reading instruction during the first half of the year, and on first grade pupils with evidences of delayed reading development who received similiar assistance during the year's latter semester.

Working under the direction of the principal, and with the guidance of the reading supervisors, the school reading specialist has devoted his time toward the improvement of the school's total reading program; a program which was dictated by the specific needs of the given school. Services typically have included:

1. Provision of a preventive and remedial program for first and second grade pupils who gave evidence of delayed development.
2. Provision of consultant services to teachers and parents in developing an effective "all school" reading program.
3. Lending assistance in the initiation of the new reading program, Project Read.
4. Encouraging the use of perceptual activities by teachers to aid in the development of the skills necessary for reading.
5. The remedial classes set up by the reading specialist have been both pre and post tested using a variety of tests depending on the level of achievement by the students. The tests used included:
    a. The Metropolitan Readiness Test Forms A and B.
    b. The Botel Reading Inventory, Forms A and B; 1961.
    c. Informal Reading Inventory.

d. Gates McGinitie Primary Reading Tests, Forms A^1, A^2, B^1, B^2: 1966.

The most successful outcomes brought about by the expanded component were reported as:

1. The enjoyment of learning to read exemplified by each pupil's enthusiasm in attacking his work and his eagerness to take books home to read.
2. Change of attitude reflected in the pupil's emotional and personality development, and his general behavior.
3. Provision of approval to bolster the student's self-confidence and improve his self-image.
4. Improving word attack skills.
5. Individualization of instruction as presented in the B.R.L. and McGraw Programmed Reading Materials.
6. Introduction of pre-reading programs in kindergartens in an effort to prevent reading disabilities.
7. Dissemination of information to parents and teachers on the I.R.I.T.
8. Assistance to new teachers and devices and materials prepared to help teachers.
9. Provision of tutoring help to E.S.L. pupils.
10. Provision of remedial reading which directly influenced the reading ability of pupils.
11. The love of learning to read exemplified by each pupil's enthusiasm in attacking his work, 'sticking' to it and his eagerness to take books home to read.

12. Change of attitude reflected in the pupil's emotional and personality development.
13. Assistance to new teachers.
14. Behavioral patterns and learning situations improved in the classroom.
15. Improved reading achievement as shown in the test results.
16. Assistance in the training and coordinating of the work of the para-professional to help teachers in the teaching of reading.
17. This additional personnel made it possible to give added remedial reading and more consultant time to teachers.
18. The use of the overhead projector and the language master provided motivation and improved the skills of word analysis.
17. Getting some of the children up to their potential in reading.
18. Success in the teaching of writing, letter formation, and letter recognition.
19. Development of materials for use with the reluctant reader, vocabulary games and skill games which improved word attack skills.
20. Development of tapes and worksheets for small group instruction and individualized instruction.
21. Use of the controlled reader for the more mature youngster provided motivation.
22. Conducting of In-Service Programs for teachers to introduce new materials and techniques in reading - programmed materials to assist in the individualization of instruction.

Problems encountered in implementing the program were reported as follows:

1. Each school had different needs which prevented a uniform approach for the Expanded Reading Services.
2. Lack of understanding of the purpose to be served by a reading specialist.
3. Lack of funds to supplement this component.

STAFF REQUIREMENTS

Because of shifts in funding coupled with the elimination of the reading clinic program it was possible to transfer additional personal to the expanded reading component. These transfers which involved a total of 8 additional positions, were added to the component's original staff of 6, thus bringing the program's aggregate to a total of 14. These SADC assignments, which were also expanded to cover an additional five are reported in the following table:

TABLE 20

SADC EXPANDED READING ASSIGNMENTS 1968-69

School	Assigned Personnel
Arsenal	1
Barbour	1
Barnard-Brown	1
Brackett	1
Clark	1
Hooker	1
Kinsella	½
Northwest-Jones	1
Rawson	1
Wish	1
H.P.H.S.	1
Weaver	2

EVALUATION

Because of the individualized nature of the expanded reading services, it was impractical to attempt a statistical analysis of group test data. This would tend to be misleading. Neither was it possible to make comparisons between schools since test results were far from being compatable. Consequently, the following figures have been reported in an attempt to document, if not fully evaluate, the scope and sequence of the rendered services, and, while admittedly incomplete, these do represent the data which was presented.

1. At Brackett Northeast, 54 second grade pupils received remedial reading assistance. Of these, 6 were reported as reading at the third grade level, and 18 at the second grade level at the end of the school year.
2. Of the 19 children who finished out the reading program in June at Kinsella all but six were reading at the second grade level while the remaining thirteen children had been advanced to a grade 1.2 reading text. Noticeably, all but one child was reading at the pre-primary level when the instruction began.
3. The Hooker specialist reported that 17 second graders and 15 first graders were serviced. Of these, 14 were reported as reading at a 1.1 text level.
4. At Barnard-Brown, 11 second grade children had reached the first or pre-primary levels by December, 1968. No final figures for the year were reported.
5. The Arsenal reading teacher reported that 90 second graders received services during the 1968-69 year. Of these, 9 moved, 1 was dropped from the program for poor attention, and 1 was

dropped for lack of motivation. The levels of achievement reported were generally pre-primary at the close of the year.

6. At Northwest-Jones, 54 students were assisted, over varying lengths of time. Here the general levels of reported achievement ranged from PP to 1.8.

SUMMARY AND CONCLUSIONS

While the very nature of reading consultation continues to preclude the compilation and analysis of objectifiable "hard" data relating to changes in children, it should be noted that the numbers of reported activities again indicate that a substantial number of services continue to be furnished to Hartford's validated schools. Determining the specific effects of these services will constitute an area of vital inquiry in the year to come.

INTENSIVE READING INSTRUCTIONAL TEAMS

(Hartford SADC Component 4)

Designed to capitalize on the benefits of small group instruction and motivation, and maximal numbers of adult contacts, three Intensive Reading Instructional Teams, or IRIT's as they were commonly called, provided for over 250 youngsters a comprehensive program of intensive small-group reading instruction.

OBJECTIVES

The IRIT program was designed to:

1. Assist children in mastering the decoding process.
2. Develop each child's ability to read and comprehend.
3. Motivate the child to read independently.

It was hypothecated that average group gains of approximately one year could be accumulated by children in both the decoding and comprehension areas following the completion of an instructional cycle of approximately ten weeks duration.

DESCRIPTION

Located in three rented facilities, and operating during the conduct of the academic year, the IRIT program continued to use a departmentalized structure as the format for teamed reading instruction. Moving [illegible] from teacher to teacher at hourly intervals each morning pupils were able to meet with teachers specializing in one of three crucial areas of reading. These areas were: the decoding program, which included instruction in word analysis and word attack skills; the basal reading program, which stressed vocabularly and comprehension development; and the visual perception program, which was designed to develop an enjoyment of reading and at the same time, lay the ground work for a future appreciation of literature.

Areas were coordinated and the pupils received instruction in each area. At the end of the morning session, pupils returned to the sending schools to receive afternoon instruction in other basic subjects.

Pupils were selected for the program on the basis of both teacher recommendations and Kindergarten Survey test scores and, with one exception, remained with an IRIT team for approximately ten weeks. One group, made up mainly of Non-English speakers was retained at a center for two consecutive cycles because the level of language development was extremely deficient.

The conduct of the IRIT program involved the use of many instructional activities; these have been summarized by their primary area of impact as follows.

1. The language development or basal reading area. This area concentrated on the development of oral communication and the improvement of vocabulary concepts. Skills in listening and speaking were stressed together with the understanding that 'reading' was 'speech' written down. Tape recordings and record players using headsets were used extensively to develop good listening skills. Favorite stories were listened to while pupils followed the story in the book. Telephone instruments were used to stimulate conversation between children. Special tape lessons were prepared by the teacher on letter sounds with accompanying worksheets. The use of the headsets was also used to improve listening to follow directions.
2. The decoding area. Here, the Sullivan Materials were used as they presented a code-emphasis method: i.e., one that emphasized letters, sounds and the blending of sounds into words. The

words introduced were regular ones, and this facilitated the skill of word analysis.

A variety of materials which stressed letters and sounds were used to reinforce the decoding core area. The Merrill Linguistic Readers, the S.R.A. Linguistic Readers and the Lippincott Readers were correlated with the Sullivan materials whenever possible. This articulation proved to be most beneficial in pulling all the words of one pattern together, thus making the use of this technique for unlocking words more meaningful to the children while at the same time providing for a multi-approach to beginning reading. The need for a sight approach to reading was met through the use of pictures, repetition and the use of Language Masters to relate both visual and auditory stimuli.

3. The visual perception area. This area was focused on the training of pupils to develop a comprehension of basic forms; to perceive size, shape, and lines both straight and curved; and to develop a good image of the body as an assist in the building of added perceptual skills. Also included in this phase of the program were materials and activities designed to focus on the development of handwriting skills and basic reading. These included use of the Frosting Program of Pictures and Patterns; physical activities aimed at improving coordination, balance, flexibility and rhythm; Montessori type materials; and the individualization of instruction which was accomplished through the use of self-selected and self-paced materials.

The improvement of the child's self-image was an integral part of the total IRIT program. Small and full length mirrors gave the pupils an opportunity to see themselves, while each center provided a camera to photograph each child. Pictures taken were not only sent home, but were also used to provide a further basis for language stimulation.

PARENT INVOLVEMENT

To facilitate a home and school relationship, conferences were held with parents before the pupils entered the IRIT cycle. In addition, an open house was held for each cycle and here the parents were given the opportunity to become familiar with each area of the program. Parents were also encouraged to visit the center weekly, and to take home materials to use with their children in support of the reading program.

A number of IRIT activities were reported by the coordinator as being particularly successful in helping children at the primary level. Some of the more salutary of these activities included:

1. A weekly newspaper was prepared by each center and this was distributed to the sending schools and to the pupil's homes. Individual contributions of youngsters were featured, as were follow-up school activities which were to be completed at home.
2. The I.R.I.T. Open House continued to be an especially successful activity. Most cycles were visited by at least 40% of the parents who had pupils enrolled.
3. Several booklets were published by the Centers.
    a. Ann Street Center received two $25.00 awards from Behavioral Research Laboratories for creative teaching techniques to implement the Sullivan Program.

   b. Emanuel Center published an ABC booklet, 'Rhyming Time from One to Ten', 'Christmastime Rhymes,' 'The Short of a,e,i,o,u,' and 'The Emanuel Readiness Test.'

   c. Garden Street Center published Stores for Fun and Patterns.

4. As indicated by parent and teacher evaluations, a positive attitude toward reading and school was developed.
5. A definite improvement in the knowledge of letters and letter sounds as shown by the letter recognition tests.
6. Increased skill in reading ability by most of the pupils and an improvement on readiness skills for others.
7. P.M.A. subtest scores showed that some of the children made considerable improvement in their ability to deal with spatial relations.
8. Improvement in verbalization and self-expression was evident as demonstrated by the use of more descriptive terminology and more complex sentences.
9. Serving as a demonstration center for teachers in Hartford, in the state and for reading supervisors from as far away as Guam.
10. New language master games were developed which improved skill in visual and auditory discrimination.
11. Recognition was given for daily successes, and pupils received a certificate at the end of the cycle during a special program with principals, teachers and parents present.
12. Provision of juice and crackers promoted a more positive and confident approach toward school.

13. The fine cooperation from the reading consultants in the sending schools was an important factor in the success of the program.

Several problems were encountered in the operation of the project:

1. Communication was difficult with the Non-English parents.
2. A need for closer correlation of the IRIT Program with the regular school program to maintain the achieved gains as noted.
3. The provision for released time for Hartford teachers to observe the IRIT was recommended.
4. After school vandalism was a continuing problem at one center.
5. Available tests do not accurately reflect the achievement or the potential of disadvantaged youngsters. This is particularly true at the first grade level.

EVALUATION

Because it was felt that the usual measures of group reading achievement were inappropriate for disadvantaged youngsters at the primary grade level, several changes to the planned evaluation were introduced. Instead of using a pre and post test of reading achievement, it was hypothecated that the mastery of the IRIT-taught initial reading skills would constitute a valid measure of a child's academic potential. Consequently, other appropriate instruments were indicated. To obtain a usable measures of language-oriented ability while at the same time minimizing the pressures of testing, the instructional office decided to use the Peabody Picture Vocabulary Test (PPVT) as a baseline, and total score of the Primary Mental Abilities (PMA), 1962 Revision as an end-of-cycle measure.

The rationale for the selection of the cited instruments was a logical one. The PPVT, which was administered as part of the city-wide Kindergarten Survey, produced a vocabulary-oriented measure of mental ability; this score was available for all kindergarters who had been in the Hartford schools during the 1968-69 year. The PMA, when used as a group reading test, also produced an assessment of language-oriented mental ability.

While the evaluative model, itself, began as a rudimentary one, several added modifications were introduced. The reading department questioned the advisability of using PMA as a measure of reading achievement and recommended the language portions of the Metropolitan Achievement Tests instead. Consequently, the first cycle was tested with the PPVT-PMA; the second with the PPVT and the PMA, used as both a pre and post measure; and the third with the pre and post PMA alone.

Next, questionnaires were given to all parents and to the sending teachers. These were tallied by percentage of responses. And finally, typical parent and teacher comments were extracted.

In Table 21 can be found comparative data for the first 1968-69 IRIT cycle. Here, the PPVT, given in the winter of 1969, has been used as a baseline and the PMA as a measure of end-of-cycle achievement.

TABLE 21

COMPARISON OF IRIT MEAN READING GAINS, OCTOBER-DECEMBER 1968 CYCLE

Center and Sex	N	October 1968			N	December 1969			Diff.	Signif.
		PPVT Mean MA	Range	SD		PMA Mean MA	Range	SD		
Emanuel										
Boys	10	5.4	2.8-7.3	1.3	11	6.5	5.1-7.1	.9	1.1	2.3
Girls	11	4.3	2.7-5.6	.7	6	6.5	6.2-6.8	.3	2.2	9.4
Ann Street										
Boys	12	5.5	3.8-6.3	2.2	9	5.8	5.4-6.8	.6	.3	.4
Girls	11	4.7	3.1-6.6	.9	9	6.0	5.0-6.8	.7	1.3	3.8
Garden Street										
Boys	13	4.3	3.5-5.1	.7	15	5.5	4.8-6.1	1.7	1.3	2.7
Girls	10	4.9	3.1-6.1	.9	11	5.7	5.8-7.4	1.2	.8	1.7

All figures have been rounded. Sending schools: Emanuel-Vine; Ann Street-Hooker; Garden Street-Wish.

While it should be noted that the statistic used for comparing the several groups was more appropriate to the treatment of larger populations, the comparisons indicated, that with the exception of the Ann Street boys and the Garden Street girls, substantial achievement gains were recorded at the end of the ten-week instructional cycle.

For the second cycle, as shown in Table 22, the data was similarly positive. With this group the PMA was administered at the beginning and end of the cycle. Note that here, too, the recorded gains were significant, with all groups achieving substantially. While the PPVT-PMA comparisons have not been graphically reported, gains produced were presumed to be similiar in nature to those reported for the first cycle.

TABLE 22

COMPARISON OF IRIT MEAN READING GAINS, JANUARY - APRIL 1969 CYCLE

Center and Sex	N	January 1969 PMA Mean Raw Score	January 1969 Range	January 1969 SD	N	April 1969 PMA Mean Raw Score	April 1969 Range	April 1969 SD	Mean Diff.	Signif
Emanuel										
Boys	11	56.6	16-92	24.2	7	94.4	67-107	12.9	37.8	3.8
Girls	11	73.7	9-108	27.2	15	101.1	56-129	18.3	27.4	3.1
Garden St.										
Boys	15	47.7	33-61	9.3	12	58.6	48-69	7.2	10.9	3.3
Girls	18	49.8	34-67	11.8	15	58.0	48-71	7.0	8.2	2.4

All figures are rounded. Sending schools: Emanuel-Vine; Ann Street-Brackett.

Because of the late June data submission, it was impossible to process the third cycle test scores in time for an appropriate inclusion in this report. Hopefully, this analysis will be accomplished, and disseminated in the not to distant future.

The second phase of the evaluation involved a tabulation and analysis of 386 responses to an questionaire which was distributed to the parents of the present IRIT pupils. By percentage, parents responded to the following questionnaire queries:

	Much %	Some %	No %
1. Does your child enjoy attending the Reading Program?	32	2	0
2. Has your child talked to you about reading school?	25	8	1
3. Does your child prefer having three teachers instead of one?	24	5	3

Questions, and typical answers, to the remaining items on the questionnaire were:

4. How has the reading program affected your child's regular school work?

    She continues to improve in all school work.

    He brings nice work from both his regular class and reading program.

5. Has your child's attitude toward reading changed? How?

    His attitude has changed because when I visit him in his reading class the teacher didn't tell me anything about his attitude.

    I hope he minds each one of his teachers.

6. Has your child's attitude toward school been affected? How?

    She is very interested in school. She loves school.

7. Comments:

    I think the Reading Program is helpful to the youngsters. It is improved very much.

While no attempt was made to develop a content analysis of the obtained parental responses, the cited comments were typical of those received,both by team and by cycle, and were, in the main, quite positive toward the services which were being rendered.

Comments on evaluation forms distributed to all sending teachers were similarly salutary, however, many were coupled with suggestions for improving the program. Typical of the reactions to the questions received from first grade teachers were the following:

1. Have you noticed changes in the readiness skills of the children attending the first grade IRIT? What?
    a. Yes, recognition of letters, colors, some words, more verbal.
    b. In a couple of instances they recognized colors and some of the letters.
    c. Yes, in some of the children. Left to right progression, color names and words. Recognition of numbers.

d. Two children have learned all the letters in the alphabet. With the exception of one boy, all can listen attentively, concentrate on a task for a period of time, follow directions and participate in many reading activities.

e. Yes, the children get the ideas that are put across more easily without having to use the concrete materials first.

f. No more than the other children in the class.

g. In the majority of the children I noticed better recognition of the alphabet and shapes. But in the children who are very slow, I did not see any improvement.

h. Knowledge of upper and lower case letters.

i. Better visual and writing discrimination of sounds.

2. Have you noticed changes in the children's attitude toward reading?

What?

a. More interest in learning.

b. Not really.

c. No.

d. There is a definite interest in books and reading.

e. I don't know if it's a change or not, but they are anxious and enthusiastic about reading.

f. Both appear to enjoy the reading group.

g. Yes, there is much greater interest in books, in general. Some children are beginning to recognize words in other places, such as on charts, in newspapers and magazines.

h. It is difficult to say because of the short time they were in the class before going to IRIT. Also, the types of activities done in the afternoon did not show this.

i. It is difficult to answer this question because I did not take reading as a separate subject in the afternoon when these children were in my room.

k. Have not done reading as such with this group.

3. Have you noticed apparent changes in your pupil's attention span?

What?

a. Increased attention span - more settled.

b. In a few instances. They seemed a little bit more interested in what was going on in the classroom.

c. A few pupils are able to listen for longer periods of time and can follow directions better.

d. The children can direct their attention to a specific learning situation for about 15 minutes.

e. The children seem able to concentrate on an activity longer, and seem to follow directions better.

f. No, those children that were matured, have maintained their maturity, while the youngsters with short attention spans have not improved any.

g. Two of the children had long attention spans and still do, one still needs help.

h. Some gained in alertness to situations. At beginning of program children were very tired and found it difficult to concentrate.

4. Have you noticed apparent changes in behavior? Please specify.

a. Better school attitude, better attendance.

b. When the pupils returned during the afternoon they demanded more attention then could be given. They are very talkative and active.

c. No.

d. Yes, children who usually behave well in the regular classroom seem to have created some discipline problems at the center.

e. Two seemed to calm down and try harder, but three others seemed to retain their foggy attitude about school work.

f. Yes, __________ seems a little calmer than before.

g. Some find it difficult to adjust to larger group (32) and would like more individual attention and guidance. Children sent presented no behavioral problems.

5. Were you able to visit the IRIT Program to see it in action?

13 yes's were reported.

6. Comments and Suggestions

   a. The only problem I encountered was the child's adjustment from a more active learning environment in a group of 10 children to a more structured classroom with a group of 30. More communication with the IRIT teachers. Use of the reading materials.

   b. Of the nine children who attended this program, I feel that only three or four actually gained much from this program. I feel that this program should be presented to kindergarten children.

   c. I feel that some of the pupils spent too much time on readiness activities.

      The Spanish-speaking pupils should be given an opportunity to take part in the program.

   d. I think the program is fine and commend you for the work done. I only wish it were possible for the classroom to have some of the equipment you have.

   e. I felt the motor development area was very good for readiness. I think the materials, aids, games, etc. used were good.

   f. Children who attend the center should if possible be kept together when they return to the classroom. Then the program they followed at the center could be carried on more meaningfully.

   g. For the first grade children, I would have liked to have seen more active work in reading itself with a less intensive focus on readiness.

   h. Put the program on a kindergarten level.

   i. By removing these children for the whole morning, it became very difficult to make a schedule for the subject areas so that the IRIT children would not miss anything.

      In first grade, it is too much to remove some of these children for so long a time. The readiness they were receiving was great, but first grade is too late. I fear that some children might actually fall behind, whereas they might have made a go of it if left in the regular classroom. The choosing who goes is incomplete and it becomes a guessing game as to who needs it.

   j. Excellent readiness work - should be on kindergarten level for all students. Seems early in the year for first grade teachers to fully judge pupils most in need of this work.

Perhaps kindergarten teachers could make initial decisions and first grade teachers then evaluate needs.

SUMMARY AND CONCLUSIONS

For the fourth consecutive year, three Intensive Reading Instructional Teams continued to provide substantial numbers of disadvantaged youngsters with an intensive small group instructional approach to inner-city reading problems. Some results of the program's on-going evaluation indicated that during the 1968-69 school year:

1. Significant mean reading gains were recorded by group, for the majority of the primary grade pupils who had been enrolled in the program. These gains, which appeared greatest when the Primary Mental Abilities was used as the instrument of choice, were considered to be a valid indication of school ability by members of the reading team staffs.
2. Parents continued to be pleased with the IRIT program and generally reported that the instruction seemed to be helping their children.
3. While teachers were generally favorable to the program, there was some indication that neither an improvement in achievement nor in adjustment was immediately evidenced by some children upon their return to the regular reading program.

Because of the presently limited availability of data, coupled with the shortness of time during which the IRIT has serviced primary grade pupils, it seems premature to attempt a judgement of the effects of the present program on regular classroom achievement. Consequently, this area of inquiry should constitute a priority for evaluation during the conduct of the 1969-70 school year to come.

BUSINESS SERVICES

(SADC Component 5)

OBJECTIVE

As a supportive service, this component continued to provide the Hartford Public Schools with some of the essential personnel and expenses which were necessary to carry out the administrative and logistical functions of purchasing, accounting, auditing, and payroll. These services were needed to properly continue the implementation of the various projects funded under both SADC and ESEA.

DESCRIPTION AND STAFF REQUIREMENTS

The following positions were allocated to the component during the 1968-69 project year:

1 - Assistant to the Purchasing Officer

2 - Secretaries

EVALUATION

Inasmuch as this component represented a total supportive service to all SADC components, no differential evaluation was attempted.

ENGLISH AS A SECOND LANGUAGE

(Hartford SADC Component 6)

OBJECTIVES

Operating under special funding for the fourth consecutive year, Hartford's English as a Second Language, or ESL program, continued to furnish over 1500 non-English-speaking native and newly-adopted youngsters, with orientation, translation, and instructional services designed to bridge the gap between the child's school environment. Oriented towards the previous year's model which provided newcomers with a functional grasp of the English language, the program, during the 1968-69 school year, served an estimated six percent of Hartford's total public school enrollment, and over 46 percent of the city's total Puerto Rican and foreign born population.

The objectives of the ESL program remained the same as in previous years.

1. To provide non-English speaking students with oral and written English skills.
2. To provide the teachers in the schools most impacted with non-English speaking youth with the skills needed to teach these pupils effectively.

DESCRIPTION

The total ESL program continued to be organized around two interrelated approaches to instruction. These approaches provided for:

1. The operation of 21 ESL classes. This teaching service, which was offered to over 1000 public school youngsters, centered around the development and use of many supplemental materials which were geared especially to the instructional needs of the ESL program.

2. The year-round operation of three ESL reception centers. Each center continued to be staffed by a team leader, two experienced teachers, and a bilingual aide and were again located at the Barnard-Brown Elementary School (68 percent Puerto Rican), the Kinsella Elementary School (50 percent Puerto Rican) and the Hartford Public High School. This latter facility was used to provide a centralized instructional area for the city's total secondary school-aged population.

The actual assignment of the ESL staff continued to follow a format which had been established over previous years. Note that the increases which are reported in Table 23, are due to the transfer of personnel from regular to special-funding.

TABLE 23

ESL TEACHING ASSIGNMENTS, 1967-68 TO 1968-69

School Attendance Area	Number of Teachers		
	1967-68[1] N=11	1967-68[2] N=10	1968-69[3] N=21
Arsenal	1	-	1
Barnard-Brown	2	2	4
Brackett	3/5	-	3/5
Burns	1	1	2
Dwight	2/5	-	2/5
Fox	3/5	-	3/5
Kinsella	1	2	3
New Park	2/5	-	2/5
Northwest	-	1/5	1/5
Vine	-	3/5	3/5
West Middle	-	1/5	1/5
HPHS	4	4	8

[1] Board of Education funding.

[2] ESEA funding.

[3] SADC funding.

Reception center operations also continued to emulate the patterns which had been established in previous years. Consequently, attention was focused on the conduct of the orientation program, which was used both to intensify language instruction for the beginner in English and to provide an intensive and knowledgeable assessment of the pupil's achievement and intellectual level. This latter facet provided the basis for gearing instructional materials and an accurate grade level placement to the child's operational level. In addition to the general levels of instruction, the center provided a number of other, and equally important, services. Among those reported were:

1. Providing each child and his family with a point of contact between the school and the total community. This contact was frequently initiated by activities which evolved the grade placement of a child in terms of his age and past educational experiences, and this contact often branched out to include the translation of school records and other documents; possible referrals to social, employment, and housing agencies; and the development of a program of positive cooperation between the school and the family.
2. Introducing each child to a functional command of the English language. This introduction not only provided a basis for the child's subsequent placement in a regular class, but also served to provide him with an easy entry into his new English-oriented school environment.
3. Supporting continuous development of the child's English language facility. This was accomplished by providing within each center, facilitaties for the preparation and distribution of special instructional materials. These materials, coupled with methodological assistance and consultation in the teaching of English to the non-native speaker, were frequently furnished to other staff members by the reception center personnel.

Of the activities documented, some were considered to be especially successful; these were reported by the coordinator as follows:

1. Due to component efforts, every new arrival in grades 2-12 who needed ESL instruction was assisted to some extent during the past year.

2. Some students received up to fifteen hours a week of ESL instruction.
3. It was possible to hire more adequately trained teachers.
4. Through the use of more and better constructed materials it was possible to produce a greater increase in language growth.
5. By placing more emphasis on linguistic reading with upgraded primary pupils in one school, Barnard-Brown, it was possible to prevent some of the anticipated failures in reading this year.
6. A better understanding of Puerto Rican children and their problems has been a significant outcome of ESL involvement in in-service training, the Puerto Rican community, Spanish Action Groups, and the emphasis of Puerto Rican culture in the classroom.
7. Due to the planning of special programs and activities for students and their parents, it was possible to establish a better rapport between teachers, students and parents.
8. At Barnard-Brown parent committees have been formed to meet with teachers and other personnel to formulate positive action to improve attendance.
9. Closer cooperation between local institutions of higher learning and the ESL department has brought about many changes and improvements in student-teacher training.

ANALYSIS OF STAFF REQUIREMENTS

The staff requirements for the component were substantially increased by transfer for the 1968-69 school year. Filled positions included:

1. One ESL coordinator.
2. Twenty-one ESL teachers. All but one of these positions remained filled throughout the year.
3. Six full-time bilingual aides.

PROBLEM AREAS

Several problem areas were reported.

1. Lack of adequate classroom space.
2. Lack of an adequate number of teachers to service kindergarten and first grade pupils in most cases.
3. Lack of space and staff to continue a second year program for most ESL students.
4. Lack of facilities at the secondary level to adequately service about 300 students.
5. Lack of funds for Bilingual Education.
6. Lack of adequate training for classroom teachers having a large number of non-English speaking students in their home rooms.
7. Lack of sufficient time and funds to develop a curriculum for ESL and to individualize instruction to a greater extent.
8. Poor attendance due in part to problems in scheduling of classes to avoid conflicts with other teachers of special subjects. However, a more serious problem and reason for poor attendance is due to the fact that there is an increasing number of health problems including lack of clothing, lack of food, and poor housing conditions.
9. Due to the lack of education and motivation on the part of many

parents, the students do not have the initiative and lack the help from their families which is necessary for success in school.

10. Mobility is a never ending, ever increasing hindrance to continued instruction in ESL or any other subject. The rate of mobility is high in and out of the city, to and from Puerto Rico and between schools in the city.
11. Lack of bilingual staff such as guidance counselors, social workers and health personnel.
12. Lack of a good health program for non-English speaking students and their parents. The increase in the uses of drugs among the Puerto Rican students indicates a need for an educational program for parents to alert them to these dangers.

EVALUATION

While no specific test data was presented for analysis, the coordinator reported the following:

1. Locally-constructed ESL tests were piloted during the 1968-69 school year. These tests, which involved tapes containing spoken stimuli, were used for initial class placement and for academic assessment. Tentative findings indicated that the measured levels of comprehension generally exceeded those determined by the assessing ESL teachers.
2. A second locally-constructed ESL test, which involved the use of pictures to elicit single sentence responses, was also piloted. Here again the initial results, while salutary, continued to point out that the production of speech was more difficult

than the task of following directions. Quantitative test results were not reported.

3. Locally constructed picture tests were used to assess vocabulary and comprehension. This was necessary since many of the students were not literate in their mother tongue and, therefore, testing with verbal instruments was practically impossible. In many cases, resultant comprehension test scores were found to be higher than vocabulary scores, since the students had learned their vocabulary through context, rather than by rote memory.
4. Gates Reading Readiness Tests were administered to a control group and to one ESL group. Tests were administered in October and again in May. Test results indicated that the students who attended the ESL classes were able to raise their average mean raw scores from 8 to 18, and their median percentile scores from 21 to 65.

   The number of student scores, when compared to national norms, produced changes from 2 (below 25%) to 0; from 7 (26 to 50%) to 1; from 1 (51 to 75%) to 5; and from 0 (above 76%) to 4.

   Students attending no ESL classes, but receiving instruction in English in a regular classroom, raised their average mean raw scores from 12 to 21, and their median percentile scores from 47 to 66.
5. At the high school level, a locally constructed test of English Comprehension was administered. The median percent score at the end of the first semester was 53, and in June had risen to 70.

The greatest change came at the 80 to 89 percent score interval. In February, 15 students were within this range while 41 had reached this range in June. The number of students scoring according to national norms changed from 6 (26-50) to 1; from 4 (51-75) to 7; and from 0 (76 above) to 2.

In comparison, the ESL students gained one more point on the average mean raw scores than did the control group. Average median percentile scores for ESL students increased by 34. Control group increases were 19.

The change in the number of students scoring according to national norms was reported as:

ESL - Below 25 (4); 26-50 (6); 51-75 (8); and above 76 (2).

Control Group - Below 25 (0); 26-50 (5); 51-75 (3); and above 76 (2).

6. The Macmillan Reading Readiness Test was given to 32 ungraded primary ESL students at Barnard-Brown both in October and again in May. The ESL students were able to raise their mean raw scores from an average of 35 to 42, and their median percentile scores from 38 to 52. The number of students scoring according to national norms changed from 7 (below 25) to 3; from 16 (26-50) to 10; from 9 (51-75) to 17; and from 7 (above 76) to 2.

SUMMARY AND CONCLUSIONS

For the fourth consecutive year, an expanded English as a Second Language component continued to provide over 1500 Puerto Rican and foreign-born youngsters with programs of intensive instruction in the functional uses of the English language. The component included the employment of 21 ESL teachers, the year-round operation of three reception centers, and a program of on-going assistance for teachers in ESL techniques and methodology.

While investigations into measured pupil growth continued to be hampered by a lack of instruments which were suitable for testing Hartford's non-English speaking population, investigations with several locally-constructed instruments produced some evidence that changes in both vocabulary and comprehension were being produced by the program. During the coming year, added attempts will be made to further test and pilot local developed test and instruments, it is hoped that these will produce further evidences of pupil growth in the not too distant future.

COORDINATORS OF INSTRUCTIONAL IMPROVEMENT

(Hartford SADC Component 7)

OBJECTIVE AND DESCRIPTION

Designed to assist in the facilatating the improvement of instruction, this component provided funds for the employment of two instructional coordinators, one of which was assigned at the elementary level, and the other to the intermediate, or middle-school grades. Though the staffing of both of these positions for the first time in 1968-69, it was now possible to provide more direct supervision to teachers in the validated schools than was previously available. Consequently, the coordinators provided varying types of on-site teaching assistance. This included the training and orientation of new teachers, the observation and evaluation of instruction, the supervision of in-service and pre-service training programs, recruitment, and the facilitation of added school-community involvement.

EVALUATION

Because of the supportive nature of this component, no differential evaluation was attempted.

PROJECT CONCERN

and

PROJECT READ

will be reported in subsequent publications. Statistical summary sheets are contained in the appendix.

APPENDIX

Summary Evaluation of P.A. 35 Programs for Fiscal Year 1969

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(x) PA 35
( ) Jointly Funded Title I and PA 35

(2) Period of Project:
(X) School year project only
( ) Summer project only
( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program: Arsenal Elementary, Barnard-Brown elem., Northwest-Jones elem., Hartford High & Weaver High, Secondary

Program Director Joseph W. Constantine

Program Evaluator Robert Nearine

Date Evaluation was submitted 6/17/69

Descriptive Title of Program:

Modified Higher Horizons Extension

SADC Amount Approved $ 80,645.

Title I Amount Approved $

Project No. 64-1; Hartford Component 1a.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
(7) special service counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 2218

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
--	134	160	166	128	112	283	278	176	--	258	145	300	78	--

(7) a. Indicate the hours per week of direct services to children or youth. 35+

b. Indicate the duration in weeks of project activities for youth. 37

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

1. All students receiving special services had to be in validated schools.
2. Generally, students come from families whose income was below the poverty level for the Hartford area.
3. Most students receiving services are educationally disadvantaged in terms of language barriers, cultural differences, reading levels and achievement test scores.

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(X) PA 35
( ) Jointly Funded Title I and PA 35

Program Director F.W.Looney

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/1/69

(2) Period of Project:
(X) School year project only
( ) Summer project only
( ) School year and summer project

Descriptive Title of Program: School Social Workers

SADC Amount Approved $ 85,900

Title I Amount Approved $

Project No. 64-1; Hartford Component 1b.

(3) Name(s) of public schools where children received the services of the program:
See table 4.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
(12) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 1492

(6) Give the unduplicated count of public school children served by grade level. Month of April 1969 only used as basis for estimate.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
4	11	24	23	33	24	29	8	32	19	23	16	6	14	11

(7) a. Indicate the hours per week of direct services to children or youth. 1 hr. per week per child

b. Indicate the duration in weeks of project activities for youth. 40

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(X) PA 35
( ) Jointly Funded Title I and PA 35

(2) Period of Project:
(X) School year project only
( ) Summer project only
( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program: Arsenal, Barbour, Barnard-Brown, Brackett, Hooker, Kinsella, Northwest-Jones, Vine.

Program Director A.L. Gillette

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/2/69

Descriptive Title of Program:

Psychological Services

SADC Amount Approved $ 50,400.

Title I Amount Approved $

Project No. 64-1; Hartford Component 1c.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
(5) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 369

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
	16	63	54	41	31	27	17	11	7	38	25	10	15	14

(7) a. Indicate the hours per week of direct services to children or youth. 35

b. Indicate the duration in weeks of project activities for youth. 38

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Classroom teachers and other school personnel refer a child for an individual psychological evaluation when he presents learning problems or adjustment difficulties.

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(x) PA 35
( ) Jointly Funded Title I and PA 35

Program Director **Margaret F. Kennedy**

Program Evaluator **Margaret F. Kennedy**

Date Evaluation was submitted **June 25, 1969**

(2) Period of Project:
(x) School year project only
( ) Summer project only
( ) School year and summer project

Descriptive Title of Program: Speech and Hearing

SADC Amount Approved $ **65,350.00**

Title I Amount Approved $

Project No. 64-1; Hartford Component 1 d.

(3) Name(s) of public schools where children received the services of the program:

Brackett-N.E. **Arsenal** **West Middle** **Burns** **H.P.H.S.**
Northwest-Jones **Hooker** **Barnard-Brown** **Wish**

Town **Hartford**

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
(7) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. **427**

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
0	**11**	**55**	**109**	**56**	**48**	**37**	**38**	**8**	**9**	**18**	**4**	**3**	**3**	**6-TMR** **22-EMR**

(7) a. Indicate the hours per week of direct services to children or youth. **25**

b. Indicate the duration in weeks of project activities for youth. **36**

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

A handicapping speech, language and/or hearing problem.

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
- ☐ Title I
- ☒ PA 35
- ☐ Jointly Funded Title I and PA 35

Program Director Helen D. Conley

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 6/25/69

(2) Period of Project:
- ☒ School year project only
- ☐ Summer project only
- ☐ School year and summer project

Descriptive Title of Program: Health Services

SADC Amount Approved $ 18,600.

Title I Amount Approved $

Project No. 64-1; Hartford Component 1e.

(3) Name(s) of public schools where children received the services of the program: Brackett, Clark, West Middle, Barnard-Brown, HPHS & Annex, Fox, Burns, Kinsella, Wish

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

- ( ) teacher
- ( ) aide
- ( ) administrator
- (2) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
- ( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 9297

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
														9297

(7) a. Indicate the hours per week of direct services to children or youth. 35

b. Indicate the duration in weeks of project activities for youth. 40

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

All served medically in the validated schools.

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
- ( ) Title I
- (X) PA 35
- ( ) Jointly Funded Title I and PA 35

(2) Period of Project:
- ( ) School year project only
- (X) Summer project only
- ( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program:

Not applicable.

Program Director Henry Luccock

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 9/30/68

Descriptive Title of Program:

Experimental Programs-Summer Curriculum

SADC Amount Approved $ 81750.

Title I Amount Approved $

Project No. 64-2 (FY 69)

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

(21) teacher

( ) aide

(1) administrator

( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)

( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. N/A

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

(7) a. Indicate the hours per week of direct services to children or youth. N/A

b. Indicate the duration in weeks of project activities for youth. N/A

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

NOT APPLICABLE - CURRICULUM DEVELOPMENT PROGRAM. DATA CONTAINED ON THIS FORM WAS REPORTED SEPTEMBER 30, 1968.

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(X) PA 35
( ) Jointly Funded Title I and PA 35

(2) Period of Project:
(X) School year project only
( ) Summer project only
( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program:
Hartford Public High School

Program Director M. W. White

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/1/69

Descriptive Title of Program:
Higher Horizons 100

SADC Amount Approved $ 72,330.

Title I Amount Approved $

Project No. 64-1; Hartford Component 2a.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

(6) teacher
(1) aide
( ) administrator
(1) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 97

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
										97				

(7) a. Indicate the hours per week of direct services to children or youth. 35

b. Indicate the duration in weeks of project activities for youth. 40

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Average rated or tested ability; reading level 1 to 3 years below grade level; emotional stability; not over age for grade by more than one year; approval of the sending school counselor.

9a. If children from eligible Title I attendance areas attended nonpublic schools, met the criteria to receive services, and received services of the town's Title I ESEA program --- indicate the number of such children and the names of the nonpublic schools from which they came.

Not applicable.

9b. Describe the specific services these children received.

See pages 50-52.

9c. If the Title I services for nonpublic school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report.

Consult the Connecticut School Register for the statistics to be provided for questions 10,11, and 12 below.

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1968-69. 79

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1968-69. 12

11a. Give the aggregate days of attendance of children and youth directly served by the project. (Consult the ANNUAL SUMMARY; Number of Days in Attendance in the Connecticut School Register) 14726

b. Give the aggregate days of membership of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Membership in the Connecticut School Register) 16289

12a. List the number of grade 7-12 youth served by the project who withdrew from school from July 1, 1968 to June 30, 1969. (Consult the MONTHLY SUMMARIES and give the sum total of D1, D6, D11, and D17) 4

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1968 to June 30, 1969. (Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program) 93

13. Report the standardized test results secured for children in the program in TABLE I on the following page.

See Tables 12a - 18, pages 54 - 63.

14. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services. As important as other objectives might be that have been set by the town, report only the effect of project services on the children selected for the project.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns.

If additional pages are used in reporting objective evaluation, continue the use of 8½x11 paper in "chart form" as arranged on this first page.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
1. Assist students to adjust to a regular high school program. 2. To provide remediation, particularly in the language arts. 3. To raise the level of academic aspiration and achievement. 4. To provide a compensatory program of cultural activities.	1. Intensive instruction in a self-contained, small group setting. 2. Intensive counseling. 3. Articulated cultural activities.	1. See pages 53-66.	See pages 53-66. Interpretations are shown with the several parts of the investigation.

15. **Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or PA 35 efforts in the town during the past year.**

Perhaps the most successful outcome which has developed from the HH 100 program is the knowledge that youngsters at the high school level can be identified and helped substantially to modify their academic futures. This finding is in sharp contrast to the usual contention that only early childhood, or primary grade programs, are suitable arenas for compensatory education.

16. **Aside from the evaluation made of program objectives, indicate any problems resulting from Title I efforts in the town during the past year.**

1. The program of field trips and cultural activities was sharply curtailed because of a limitation of available funds.
2. Planning efforts, usually conducted during the summer vacation period, were similiarly reduced. Only the team leader and the counselor could be funded for even a short planning period.

EVALUATION OF PA 35 (SADC) AND TITLE I (FSEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
- ( ) Title I
- (X) PA 35
- ( ) Jointly Funded Title I and PA 35

(2) Period of Project:
- (X) School year project only
- ( ) Summer project only
- ( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program:
Arsenal, Brackett, Barbour, Barnard-Brown, Hooker, Kinsella, Northwest-Jones, Vine.

Program Director M. Beatrice Wood

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 6/20/69

Descriptive Title of Program: Expanded Reading Program and Intensive Reading Instructional Teams

SADC Amount Approved $ 301,688.

Title I Amount Approved $

Project No. 64-1; Hartford Component 4.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:
- (26) teacher
- (3) aide
- (1) administrator
- ( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
- ( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 716

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
		354	312	13	8	21	2		6					

(7) a. Indicate the hours per week of direct services to children or youth. 35

b. Indicate the duration in weeks of project activities for youth. 40

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Reading disability.

9a. If children from eligible Title I attendance areas attended nonpublic schools, met the criteria to receive services, and received services of the town's Title I ESEA program --- indicate the number of such children and the names of the nonpublic schools from which they came.

Not applicable.

9b. Describe the specific services these children received.

See pages 69-72 and 75-79.

9c. If the Title I services for nonpublic school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report.

Consult the Connecticut School Register for the statistics to be provided for questions 10,11, and 12 below.

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1968-69. N/A

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1968-69. N/A

11a. Give the aggregate days of attendance of children and youth directly served by the project. (Consult the ANNUAL SUMMARY; Number of Days in Attendance in the Connecticut School Register) 27380

b. Give the aggregate days of membership of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Membership in the Connecticut School Register) 34003

12a. List the number of grade 7-12 youth served by the project who withdrew from school from July 1, 1968 to June 30, 1969. (Consult the MONTHLY SUMMARIES and give the sum total of D1, D6, D11, and D17) N/A

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1968 to June 30, 1969. (Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program) N/A

13. Report the standardized test results secured for children in the program in TABLE I on the following page.

See Tables 21 and 22, pages 83 and 84.

14. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services. As important as other objectives might be that have been set by the town, report only the effect of project services on the children selected for the project.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns.

If additional pages are used in reporting objective evaluation, continue the use of 8½x11 paper in "chart form" as arranged on this first page.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
1. Mastery of the decoding process. 2. Development of the ability to read and comprehend. 3. Stimulate independent reading.	1. Continue the expanded reading program. 2. Continue the intensive, team-oriented program of small-group instruction (IRIT).	1. Analysis of reported activities. 2. The Metropolitan Readiness Tests, Forms A & B. 3. Gates McGinitie Primary Reading Tests, Forms A & B, Levels 1 & 2. 4. Peabody Picture Vocabulary Test. 5. Primary Mental Abilities. 6. Teacher and Parent questionnaires.	1. See pages 69-90.

15. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or PA 35 efforts in the town during the past year.

    See pages 71-72, and pages 79-81.

16. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I efforts in the town during the past year.

    See pages 72 and 81.

EVALUATION OF PA 35 (SADC) AND TITLE I (FSEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
- ( ) Title I
- (X) PA 35
- ( ) Jointly Funded Title I and PA 35

Program Director P. R. Blackey

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/1/69

(2) Period of Project:
- ( ) School year project only
- ( ) Summer project only
- (X) School year and summer project

Descriptive Title of Program:

Business Services

SADC Amount Approved $ 25,500.

Title I Amount Approved $

Project No. 64-1; Hartford Component 4.

(3) Name(s) of public schools where children received the services of the program:

Not applicable.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

- ( ) teacher
- ( ) aide
- ( ) administrator
- ( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
- ( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. N/A

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

(7) a. Indicate the hours per week of direct services to children or youth. N/A

b. Indicate the duration in weeks of project activities for youth. N/A

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Not applicable.

SUPPORTIVE SERVICES - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (FSEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
    ( ) Title I
    (X) PA 35
    ( ) Jointly Funded Title I and PA 35

(2) Period of Project:
    ( ) School year project only
    ( ) Summer project only
    (X) School year and summer project

(3) Name(s) of public schools where children received the services of the program:
See attached

Program Director **Lois B. Maglietto**

Program Evaluator **Robert J. Nearine**

Date Evaluation was submitted **June 15, 1969**

Descriptive Title of Program:

English As A Second Language

SADC Amount Approved $ **271,330.00**

Title I Amount Approved $

Project No. 64-1;Hartford Component 6.

Town **Hartford**

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

(21) teacher
(10) aide
(1) administrator
(   ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
(   ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 1588

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
	51	244	188	164	147	139	148	105	43	352				7

(7) a. Indicate the hours per week of direct services to children or youth. **5 of instruction per student**
30 of service

b. Indicate the duration in weeks of project activities for youth. 52

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

A. Economic
- **1. Poverty Area Youth**
    - **a. Welfare**
    - **b. Model City**
    - **c. Disadvantaged**
    - **d. Migratory**
    - **e. Validated schools**

B. Educational
- **1. New arrivals**
    - **a. Little or no English**
    - **b. Illiterates**
    - **c. All grade levels**
    - **d. Ages 5 - 18**
    - **. Various language backgrounds**

(3) Names of public schools (*Centers) where children received the services of the program:

*Barnard-Brown
*Kinsella
*H. P. H. S.
*New Park
*Fox
*Burns
*Vine
*Northwest-Jones
*West Middle
*Dwight
Naylor
*Brackett-Northeast
Burr
Wish
*Arsenal
Batchelder
*Moylan-McDonough
Fisher
Kennelly
Hooker
Rawson
Twain
Webster

9a. If children from eligible Title I attendance areas attended nonpublic schools, met the criteria to receive services, and received services of the town's Title I ESEA program --- indicate the number of such children and the names of the nonpublic schools from which they came.

Not applicable.

9b. Describe the specific services these children received.

See pages 91-95.

9c. If the Title I services for nonpublic school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report.

Consult the Connecticut School Register for the statistics to be provided for questions 10,11, and 12 below.

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1968-69. 1014

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1968-69. 188

11a. Give the aggregate days of attendance of children and youth directly served by the project. (Consult the ANNUAL SUMMARY; Number of Days in Attendance in the Connecticut School Register) 96634

b. Give the aggregate days of membership of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Membership in the Connecticut School Register) 130603

12a. List the number of grade 7-12 youth served by the project who withdrew from school from July 1, 1968 to June 30, 1969. (Consult the MONTHLY SUMMARIES and give the sum total of D1, D6, D11, and D17) 85

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1968 to June 30, 1969. (Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program) 415

13. Report the standardized test results secured for children in the program in TABLE I on the following page.

3

Town **Hartford**

TABLE I
STANDARDIZED TEST RESULTS FOR STUDENTS PARTICIPATING IN TITLE I AND PA 35 PROGRAMS

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	Gates Reading Readiness Test	**1. Picture Directions** **2. Word Matching** **3. Word Card Matching** **4. Rhyming** **5. Letters and Numbers**		Oct. 1968	10	One	8		31	2	7	1	0

GROUP POST-TEST SCORE BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	Gates Reading Readiness Test	**1. Picture Directions** **2. Word Matching** **3. Word Card Matching** **4. Rhyming** **5. Letters and Numbers**		May 1969	10	One	18		65	0	1	5	4

***Any symbol used that identifies pre-test results with post-test results for the same group of children.**

Town Hartford

TABLE I

STANDARDIZED TEST RESULTS FOR STUDENTS PARTICIPATING IN TITLE I AND PA 35 PROGRAMS

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	Gates Reading Readiness Test	1. Picture Directions 2. Word Matching 3. Word Card Matching 4. Rhyming 5. Letters and Numbers		Oct. 1968	10	One	12		47	0	6	4	0

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	Gates Reading Readiness Test	1. Picture Directions 2. Word Matching 3. Word Card Matching 4. Rhyming 5. Letters and Numbers		May	10	One	21		66	0	1	7	2

*Any symbol used that identifies pre-test results with post-test results for the same group of children.

Town Hartford

TABLE I

STANDARDIZED TEST RESULTS FOR STUDENTS PARTICIPATING IN TITLE I AND PA 35 PROGRAMS

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	The Macmillan Reading Readiness Test	Visual Perception Auditory Perception Vocabulary and Concepts		Jan. 1969	32	Ungraded Prim.	35		38	7	16	9	0

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and Below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and Above
	The Macmillan Reading Readiness Test	Visual Perception Auditory Perception Vocabulary and Concepts		May	32	Ungraded Prim.	42		52	3	10	17	2

*Any symbol used that identifies pre-test results with post-test results for the same group of children.

14. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services. As important as other objectives might be that have been set by the town, report only the effect of project services on the children selected for the project.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns.

If additional pages are used in reporting objective evaluation, continue the use of $8\frac{1}{2}$x11 paper in "chart form" as arranged on this first page.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
I. Growth in Listening Comprehension	**Activities using the following materials:** **Sound films, tapes, records, teacher models, pictures, stories, songs, games, transparencies, newspapers, magazines, books, etc.**	**Instrument** **1. Locally constructed tests (E.S.L. Department)** **a. Spoken stimulus on tape. Student is asked to select a response from multiple-choice answers (pictures and/or statements).** **2. Used for placement and/or achievement of non-English students by E.S.L. teachers at time of initial interview and again after six months of instruction in English As A Second Language.**	**Findings** **The locally constructed tests are being piloted this year. Some findings already are that these students can comprehend orally more than most teachers realize.**
II. Growth in Speech Production	**Activities** **Simple repetition of model utterances** **Answering questions** **Reading aloud** **Conversation** **Dramatization** **Dialogue, etc.**	**Instrument** **1. Locally constructed tests (E.S.L. Department)** **a. Action pictures to elicit single sentence responses** **b. Answering questions** **c. Reading aloud** **2. Used by E.S.L. teachers for all non-English students.**	**Findings** **Speech production, of course, is more difficult for these students than listening comprehension. It is far easier for them to follow directions than to reproduce or produce orally in English.**

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
III. Growth in Reading	Activities Themes - Students learn their vocabulary and comprehension from the extended study of the oral themes based on the vital needs of these children. Self identification - The School - The Home - The Neighborhood - The Family - Holidays - Seasons - Weather - Calendar - Time - Clothing - Food - Transportation - Money - City Life - Rural Life - Occupations, etc.	Instrument 1. Locally constructed tests (E.S.L. Department) a. Vocabulary - Pictures with a choice of four words, one of which is to be matched with the picture. Vocabulary based on E.S.L. books written for use in Latin American countries. b. Comprehension - Stories to be read silently by the student and questions to be answered about the story. All vocabulary based on E.S.L. materials written for the non-English speaking.	Findings Many of the students are not literate in their mother tongue and, therefore, find it practically impossible to learn to read in English. In many cases, comprehension score were found to be higher than vocabulary scores. These students have learned their vocabulary through context and need it for comprehension.
		2. Gates Reading Readiness Tests were given at Kinsella to a control group and to one E.S.L. group. The E.S.L. group attended E.S.L. classes 5 days per week (40 minutes per day) for a period of 6 months. The control group attended no E.S.L. classes and received their instruction in English in a regular classroom. Tests were administered in October and again in May.	Students attending E.S.L. classes were able to raise their average mean raw score from 8 to 18; their median percentile score from 31 to 65. No mean grade equivalency scores are given for Reading Readiness Tests. The number of students scoring according to national norms changed from 2 (below 25%) to 0, from 7 (26 to 50%) to 1, from 1 (51 to 75%) to 5, and from 0 (above 76%) to 4. Students attending no E.S.L. classe and receiving their instruction in English in a regular classroom raised their average mean raw score from 12 to 21 and their median percentile score from 47 to 66.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
IV. Growth in Writing	Activities Forming the letters (upper and lower case) - manuscript and cursive Writing sentences Taking dictation Using punctuation Spelling Grammatical structure Vocabulary Composition	Instrument 1. Locally constructed tests (E.S.L. Department) 2. To be used by E.S.L. teachers at time of placement and/or for achievement after six months of instruction.	Findings Most writing is extremely poor. E.S.L. teachers do not have sufficient time to give to the literary arts. Their time is consumed in oral language instruction.
V. English Proficiency	Activities Using plurals Using prepositions Using possessive nouns Completing sentences Selecting correct verb form Use of verbs Agreement of verbs Counting and giving missing numbers	Instrument 1. Locally constructed tests (E.S.L. Department) 2. To test English proficiency of speakers of other languages on entering the E.S.L. program at H.P.H.S. and at various stages of progress. 3. Test ranges in difficulty from Level I to IV.	Findings The median percent score at the end of the first semester was 63 and in June had changed to 70. The greatest change came at the 80 to 89 percent score. In February, fifteen students came within this range while 41 fell within this range in June.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given
			The number of students scoring according to national norms changed from 6 (26 - 50) to 1, from 4 (51 - 75) to 7, and from 0 (76 above) to 2. In comparison, the E.S.L. students gained one more point on average mean raw scores than the control group. Average median percentile scores for E.S.L. students increase by 34. Control group increase was 19. The change in the number of student scoring according to national norms is as follows: E.S.L. - Below 25 (4) - 26 - 50 (6) - 51 - 75 (8) - Above 76 (2) Control Group - Below 25 (0) - 26 - 50 (5) - 51 - 75 (3) - Above 76 (2)
		3. The Macmillan Reading Readiness Test was given to 32 ungraded primary students of E.S.L. at Barnard-Brown in October and again in May.	The E.S.L. students were able to raise their mean raw scores from an average of 35 to 42; their media percentile scores from 38 to 52. The number of students scoring according to national norms changed from 7 (below 25) to 3, from 16 (26 - 50) to 10, from 9 (51 - 75) to and from 0 (above 76) to 2.

15. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or PA 35 efforts in the town during the past year.

See pages 94 & 95.

16. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I efforts in the town during the past year.

See pages 96 & 97.

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS
FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(X) PA 35
( ) Jointly Funded Title I and PA 35

Program Director Robert C. Miles

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/1/69

(2) Period of Project:
( ) School year project only
( ) Summer project only
(X) School year and summer project

Descriptive Title of Program:
Coordinators of Instructional Improvement

SADC Amount Approved $ 37,900.

Title I Amount Approved $

Project No. 64-1;Hartford Component 7.

(3) Name(s) of public schools where children received the services of the program:
Not applicable

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
(2) administrator
( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. N/A

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

(7) a. Indicate the hours per week of direct services to children or youth. N/A

b. Indicate the duration in weeks of project activities for youth. N/A

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

SUPPORTIVE SERVICE - SEE NARRATIVE

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
( ) Title I
(X) PA 35 (PA 611)
( ) Jointly Funded Title I and PA 35

(2) Period of Project:
(X) School year project only
( ) Summer project only
( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program:

Program Director William Paradis

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7-1-69

Descriptive Title of Program:

Project Concern

SADC Amount Approved $ 145,590

Title I Amount Approved $

Project No. 64-1

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 587

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
	46	117	111	87	96	75	33	22						

(7) a. Indicate the hours per week of direct services to children or youth. 30

b. Indicate the duration in weeks of project activities for youth. 40

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Random selection of children from all target area schools.

9a. If children from eligible Title I attendance areas attended nonpublic schools, met the criteria to receive services, and received services of the town's Title I ESEA program --- indicate the number of such children and the names of the nonpublic schools from which they came.

Not applicable. Services were furnished under separate funding.

9b. Describe the specific services these children received.

Services will be described in a separate evaluation.

9c. If the Title I services for nonpublic school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report. N/A

Consult the Connecticut School Register for the statistics to be provided for questions 10,11, and 12 below. We cannot do this

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1968-69. 544

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1968-69. 43

11a. Give the aggregate days of attendance of children and youth directly served by the project. (Consult the ANNUAL SUMMARY; Number of Days in Attendance in the Connecticut School Register) ______

b. Give the aggregate days of membership of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Membership in the Connecticut School Register) 106,490

12a. List the number of grade 7-12 youth served by the project who withdrew from school from July 1, 1968 to June 30, 1969. (Consult the MONTHLY SUMMARIES and give the sum total of D1, D6, D11, and D17) 2

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1968 to June 30, 1969. (Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program) 22 ___

13. Report the standardized test results secured for children in the program in TABLE I on the following page.

Additional information will be reported in a separate evaluation.

EVALUATION OF PA 35 (SADC) AND TITLE I (ESEA) PROGRAMS FOR FISCAL YEAR 1969

(1) Source of Program Funds:
☐ Title I
☒ PA 35
☐ Jointly Funded Title I and PA 35

Program Director Helen DiCorleto

Program Evaluator Robert J. Nearine

Date Evaluation was submitted 7/1/69

(2) Period of Project:
☒ School year project only
☐ Summer project only
☐ School year and summer project

Descriptive Title of Program:
Project Read

SADC Amount Approved $ 36,000.

Title I Amount Approved $

Project No. 64-1.

(3) Name(s) of public schools where children received the services of the program:
Arsenal, Branard-Brown, Dwight, Northwest-Jones.

Town Hartford

(4) List the number of staff members of the following classification whose total or partial salaries are included in the program budget:

( ) teacher
( ) aide
( ) administrator
( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)
( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. 1941

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
		540	432			503	466							

(7) a. Indicate the hours per week of direct services to children or youth. 35

b. Indicate the duration in weeks of project activities for youth. 34

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

Assignment to a grade in one of the project schools.

A Separate Evaluation is presently in preparation. Distribution is expected in September, 1969.